



HEALTH AND PHYSICAL EDUCATION –ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D
Personal, Social and Community Health			
Being, healthy, safe and active			
Identify self (self-awareness)	Identify what they like and dislike	Identify their personal characteristics	Identify what they can do
React as body parts are moved and named	Identify some major body parts	Identify major body parts and stages of life	Identify the major parts of the body by their names and sequence images of major stages of life
React to significant people	Identify significant people and communicate when they feel safe/unsafe	Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment	Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations
Communicating and interacting for health and wellbeing			
React to people and sensory experiences	Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing	Practise personal hygiene, independence skills and social skills including taking turns	Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others
Use facial expressions to indicate an emotion and demonstrate preference	Express their feelings, needs, likes and dislikes	Explore their feelings and practice expressing their, needs, likes and dislikes using simple communication tools	Identify emotional responses and describe their feelings using pictures and/or words
Contributing to healthy and active communities			
Experience health and safety actions	Participate in a variety of health, safety and wellbeing actions	Practise a variety of health, safety and wellbeing actions	Explore what actions promote health, safety and wellbeing
Experience play activities	Engage in structured play activities	Participate in structured play in various settings	Explore play in outdoor settings and the natural environment
Movement and Physical Activity			
Moving the body			
Experience their body being moved through a variety of positions and locations	Practise basic gross motor movements	Practise simple whole-body movements and gross motor movement patterns	Practise simple gross motor and fine motor skills in a range of environments showing increasing control
Experience a variety of physical and structured leisure activities	Engage in a variety of physical activities and explore basic play equipment	Participate in a variety of physical education experiences and games with simple rules with equipment in a range of environments	Participate in simple games with support and begin to anticipate the next step in familiar physical routines
Understanding movement			
Experience regular physical activities and begin to develop an awareness of how different parts of the body move	Engage in regular physical activities and explore the development of their ability	Engage in regular physical activities and explore the development of their ability and health	Explore how regular physical activity keeps them healthy and well
Experience their body moving in relation to effort, space, objects and people	Explore the space around them and learn to move in relation to effort, space and objects	Identify how their body moves and relate to space and objects	Identify their pathway through a space and use vocabulary associated with movement to describe how their body moves in relation to space, objects and people
Learning through movement			
Cooperate when experiencing physical activities and movement	Cooperate with an adult to use equipment during physical activity	Take turns with a partner or in small groups when participating in physical activities	Cooperate with others and demonstrate characteristics of a good sport when participating in physical activities
Experience body movement and demonstrate some basic movements	Use trial and error to develop balance, independent moving across surfaces and manipulation skills	Test possible solutions to movement challenges through trial and error to maintain balance and coordination as they move over and through a range of surfaces and grasp and manipulate objects	Test possible solutions to movement challenges by negotiating the space around them and manipulate objects
Engage in physical activities	Follow basic single word instructions when participating in structured physical activities	Follow simple movement instructions and safety rules when participating in structured physical activities	Follow basic safety directions, and familiar game rules when participating in physical activities
Achievement Standard			



Stage A	Stage B	Stage C	Stage D
<p>By the end of Stage A, students recognise themselves. They demonstrate different emotions people experience. They participate in actions that help them to be healthy, safe and physically active. They experience different settings where they can be active. Students show general awareness of body position and own body when moved by others.</p> <p>Students develop personal and social skills in a range of activities. Students begin to demonstrate an awareness and recognition of familiar people and routine activities. They demonstrate attachments and trust with familiar adults. They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities. They coactively perform fundamental movement skills and explore basic movement challenges.</p>	<p>By the end of Stage B, students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. Students express their feelings, needs, likes and dislikes through gesture and 'yes' and 'no' responses. Students recognise actions that help them be healthy, safe and physically active. They can identify places where they play and participate in physical activity from an option of two images.</p> <p>Students use personal and social skills to assist them to participate in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges.</p>	<p>By the end of Stage C, students recognise key stages of life, how they have grown and changed. They identify some obvious emotions and their cause. They experience and become more independent with actions that help them be healthy, safe and physically active.</p> <p>They identify some different settings where they can be active by matching an activity to a location. They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.</p> <p>Students use personal and social skills to include others in a range of activities. Students actively participate in personal care routines and attempt some basic tasks independently. They demonstrate protective behaviours to keep them safe and healthy in different activities. Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. They identify when someone is upset or needs help. They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.</p>	<p>By the end of Stage D, students recognise changes to their body over the year. They identify and describe basic emotions people experience and what makes them feel this way.</p> <p>They recognise some routine actions they do to help them to be healthy, safe and physically active. They identify different settings where they can be active and ways they move and play safely. They reflect upon how their body responds to movement.</p> <p>Students make use of personal and social skills in a range of activities to be healthy and work with others. In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges.</p>