Health and Physical Education: Scope and sequence ABLE*WA* Stages A–D

| **Personal, social and community health** | | | | | | | |
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|  | **Stage A** | | **Stage B** | | **Stage C** | **Stage D** | |
| **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 practise 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** | | | | | | | |
|  | **Stage A** | **Stage B** | | **Stage C** | | | **Stage D** |
| **Moving our 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** | |
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| **Stage A** | 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.  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 co-actively perform fundamental movement skills and explore basic movement challenges. |
| **Stage B** | 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.  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. |
| **Stage C** | 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. 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.  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. |
| **Stage D** | 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.  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.  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. |

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The Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.