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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 4 SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching


Ways of Teaching Video


Ways of Assessing


General Capabilities


Cross-curriculum Priorities


Glossary

 [Health & Physical Education Scope and Sequence](#)

 [Health & Physical Education Scope and Sequence](#)

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 [ABLEWA Health & Physical Education Scope & Sequence](#)

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Year 4 Syllabus

Year Level Description

In Year 4, the content focuses on personal, social and emotional learning. Students learn about health and wellbeing, respect and empathy.

Students focus on developing their skills and apply the strategies to achieve their goals. They broaden their knowledge of health and wellbeing to recognise the connections and apply them appropriately to enhance their wellbeing.

The Health and Physical Education syllabus develops, enhances and

Personal, social and emotional health

BEING HEALTHY, SAFE AND

Use of persistence and resilience to respond to challenges and failure.

Show/Hide Curriculum

- Year level descriptors
- Content Descriptions
- Achievements Standards
- Icons

Year Levels

- Select All

Strands




- Select All
- Movement and physical activity
- Personal, social and community health

General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

- using self-talk
- seeking help
- thinking optimist




[\(ACPPS033\)](#)

-  Literacy
-  Critical and creativ
-  Personal and socia

Strategies that help manage the impact and emotional char

- positive self-talk
- assertiveness
- seeking help
- sharing responsib

[\(ACPPS034\)](#)

-  Literacy
-  Critical and creativ
-  Personal and socia

Personal behaviour remain safe in uncc situations, such as:

- being alert and a situations
- using assertive b

Intercultural understanding

language

- knowing who or what is important in the community

([ACPPS035](#))

 Literacy

 Critical and creativ

 Personal and socia

Strategies to ensure wellbeing at home and school, as:

- following school rules
- identifying and choosing healthy foods for themselves

([ACPPS036](#); [ACPPS037](#))

 Literacy





 Critical and creativ

 Personal and socia




COMMUNICATING AND HEALTH AND WELL BEING

The positive influence of empathy and the value of communication in relationships ([ACPPS038](#))




 Literacy

-  Critical and creative
-  Personal and social
-  Ethical understand
-  Intercultural under





Strategies to identify
emotions before re

-  Literacy
-  Critical and creative
-  Personal and social

Strategies to cope w
situations and the c
([ACPPS038](#))

-  Literacy
-  Critical and creative
-  Personal and social

Ways in which heal
messages can influ
decisions and beha

-  Literacy
-  Information and Co
Technology (ICT) capa
-  Critical and creative
-  Personal and social

CONTRIBUTING TO HEALTHY COMMUNITIES

Ways in which regular physical activity in natural and built environments promotes health ([A](#))

 Critical and creative thinking

 Personal and social responsibility

Achievement standards

Health Education

At Standard, students describe how physical activity and healthy eating promote wellbeing in unsafe environments and speak with others to get help at school.

Students explain behaviors that promote positive relationships and ways these can influence health.

Physical Education

At Standard, students demonstrate locomotor and object control skills while participating in physical activity. They improve their physical fitness and apply previously learned skills.

Students describe t
improved sleep and
apply strategies for
and fairness for all.

In Year 4, the content provides opportunities for students to focus on becoming persistent and resilient. Students learn about specific wellbeing, and positive relationships. They develop ways to foster

Students focus on developing greater proficiency of movement competence to a variety of physical activities. They continue to develop strategies to achieve successful outcomes, or solve movement problems through regular physical activity in relation to health and wellbeing. Students recognise the consequences of personal and team actions, respect

The Health and Physical Education curriculum provides opportunities for students to develop values that promote a healthy lifestyle.

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