

## **(no-code)**

### **refine and apply in new**

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#### **Elaborations**

- performing activities where locomotor and are combined to complete a movement, task or challenge
- exploring and practising different to propel objects towards a range of targets
- performing to demonstrate weight transference in different physical activities
- coordinating kicking with arm movements to move the body through the water using different types of strokes
- performing routines incorporating different jumping, landing and balancing , and connecting movements to create a

Students learn to:

### **refine and apply fundamental movement skills in new movement situations**

(AC9HP4M01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Self-awareness**

- Reflective practice

##### **Self-management**

- Goal setting
- Perseverance and adaptability

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### **Self-management**

- Perseverance and adaptability

##### **Self-awareness**

- Reflective practice

##### **Self-management**

- Perseverance and adaptability

##### **Self-management**

- Perseverance and adaptability

##### **Self-management**

- Perseverance and adaptability

##### **Self-awareness**

- Reflective practice

##### **Self-management**

- Perseverance and adaptability

#### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9ADA4D01

#### **Resources**

#### **Work Samples**

#### **WS02 - Gymnastics**

#### **WS03 - Striking**

#### **Snapshot – Reflective practice**

##### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9HP4M01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

#### **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement

#### **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

#### **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

#### **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

#### **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

## **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

## **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

## **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9HP4M01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

## **Resource – Health and Physical Education focus areas**

### **Health and Physical Education**

#### **Focus areas**

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

#### **Introduction**

The content descriptions in the Australian Curriculum: Health and Physical Education must be taught through 12 focus areas:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity

- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Challenges and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive activities

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

The band level descriptions provide guidance about how each focus area can be addressed in the band.

Content elaborations provide further detail about how and when elements of the focus areas can be addressed in bands of learning.

Decisions about the specific timing of individual aspects of each focus area being taught are the responsibility of schools and teachers. Planning decisions should consider local needs, available resources, students' readiness and community priorities.

Download

## **Resource – WS02 - Gymnastics**

By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.

### **AC9HP4M01**

refine and apply fundamental movement skills in new movement situations

### **AC9HP4M03**

demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences

## **Resource – WS03 - Striking**

By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.

## **AC9HP4M01**

refine and apply fundamental movement skills in new movement situations

## **AC9HP4M02**

apply and adapt movement strategies to achieve movement outcomes

## **AC9HP4M03**

demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences

## **AC9HP4M02**

**apply and adapt to achieve movement outcomes**

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### **Elaborations**

- planning and performing strategies to be successful in a range of minor and small-sided games such as tag and dodge games, target games and net/court games
- demonstrating how can be adapted to create scoring opportunities in invasion games, target games, net/court games, and striking and fielding games
- manipulating centre of gravity to enhance stability as they perform a range of balance■activities■and explaining how centre of gravity and base of support influence stability
- evaluating the outcome of a game tactic that has been adapted to improve scoring options using set criteria

Students learn to:

**apply and adapt movement strategies to achieve movement outcomes**

(AC9HP4M02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reflecting**

- Transfer knowledge

#### **Self-management**

- Goal setting

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Reflecting**

- Transfer knowledge

#### **Reflecting**

- Transfer knowledge

#### **Reflecting**

- Transfer knowledge

#### **Analysing**

- Evaluate actions and outcomes

#### **Resources**

#### **Work Samples**

### **WS03 - Striking**

**Snapshot – Transfer knowledge**

**Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP4M02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use ideas and information from a previous experience to inform similar learning experiences

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9HP4M02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP4M02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP4M02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP4M02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9HP4M02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

## **AC9HP4M03**

**demonstrate how related to effort, space, time, objects and people can be applied when performing**

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### **Elaborations**

- demonstrating acceleration, deceleration and changing direction of movement in , and rhythmic and expressive activities
- discussing and demonstrating different levels, movement pathways, and use of space and flow in
- using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills,■balances■or
- exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in invasion, net/court, striking and fielding, and target games

Students learn to:

**demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences**

(AC9HP4M03)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Evaluate actions and outcomes

#### **Generating**

- Consider alternatives

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Consider alternatives

#### **Generating**

- Consider alternatives

#### **Generating**

- Create possibilities

#### **Generating**

- Create possibilities

#### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

#### **Resources**

#### **Work Samples**

#### **WS02 - Gymnastics**

#### **WS03 - Striking**

#### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9HP4M03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9HP4M03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

#### **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**



## Content description

AC9HP4M03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
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## AC9HP4M04

**participate in physical activities to explore how their body feels and describe how regular helps the body stay healthy and well**

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### Elaborations

- participating in circuits to explore how the body feels before, during and after participation
- performing warm-up and stretching routines to understand how to prepare the body to be active
- investigating the influence of regular on quality of sleep, concentration and overall

Students learn to:

**participate in physical activities to explore how their body feels and describe how regular activity helps the body stay healthy and well**

(AC9HP4M04)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Generating

- Consider alternatives

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Generating

- Consider alternatives

#### Generating

- Consider alternatives

#### Generating

- Consider alternatives

### Resources

#### Snapshot – Consider alternatives

**Critical and Creative Thinking: Generating: Consider alternatives**

### Content description

AC9HP4M04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### Snapshot – Consider alternatives

**Critical and Creative Thinking: Generating: Consider alternatives**

### Content description

AC9HP4M04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

### **AC9HP4M05**

**participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation**

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#### **Elaborations**

- participating in physical activities in natural settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate
- exploring First Nations Australians' connection to special places and how these places are linked to physical activities
- participating in physical activities they can do at home and exploring how they can be more active at home using everyday items as equipment
- exploring ways in which people can connect with other members of their community through participating in physical activities

Students learn to:

**participate in physical activities in natural and outdoor settings to examine factors that influence their own and others' participation**

(AC9HP4M05)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Self-awareness**

- Personal awareness

#### **Self-management**

- Goal setting

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Systems**

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

### **Systems**

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

### **Generating**

- Consider alternatives

### **Generating**

- Consider alternatives

### **Resources**

## **Snapshot – Personal awareness**

### **Personal and Social capability: Self-awareness: Personal awareness**

#### **Content description**

AC9HP4M05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe personal qualities and how these contribute to growth
- explain influences on personal qualities and how these contribute to personal growth
- analyse the influence that choices have on developing personal qualities and identify areas for growth

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9HP4M05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9HP4M05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

## **AC9HP4M06**

**explore recommendations about and sedentary behaviours, and discuss strategies to achieve the recommendations**

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### **Elaborations**

- participating in a range of physical activities and investigating opportunities to incorporate these into lunchtime activities to encourage students to be active at lunchtimes
- examining the benefits of regular , including the influence on sleep, concentration and
- exploring and screen-usage time recommendations in the Australian 24-Hour Movement Guidelines for Children and Young People and proposing how they can meet these recommendations

Students learn to:

**explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations**

(AC9HP4M06)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Generating**

- Create possibilities

#### **Speaking and listening**

- Interacting

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Measurement and geometry**

- Measuring time

#### **Resources**

### **Snapshot – Create possibilities**

**Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9HP4M06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

### **Snapshot – Interacting**

**Literacy: Speaking and listening: Interacting**

## **Content description**

AC9HP4M06

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

## **Content description**

AC9HP4M06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HP4M06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HP4M06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9HP4M06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Units of time**

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

##### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 60 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 40 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

##### **Relating units of time**

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

## AC9HP4M07

### apply creative thinking when designing and solving movement problems

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#### Elaborations

- transferring and applying to solve such as how to move the ball from one end of the field to the other, how to return the ball over the net into space and how to deceive an opponent
- drawing on prior knowledge from other experiences to solve challenges faced when participating in outdoor activities
- developing questions and seeking and trialling answers with others as a strategy for solving , such as partner or group balance challenges, game tactics to increase scoring chances and obstacle course challenges

Students learn to:

### apply creative thinking when designing movement sequences and solving movement problems

(AC9HP4M07)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

##### Generating

- Create possibilities
- Consider alternatives

##### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### Generating

- Consider alternatives

##### Analysing

- Draw conclusions and provide reasons

##### Reflecting

- Transfer knowledge

##### Generating

- Put ideas into action

#### Resources

#### Snapshot – Create possibilities

##### Critical and Creative Thinking: Generating: Create possibilities

##### Content description

AC9HP4M07

##### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

#### Snapshot – Consider alternatives

##### Critical and Creative Thinking: Generating: Consider alternatives

##### Content description

AC9HP4M07

##### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where

current approaches do not work and recommend a preferred option

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9HP4M07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HP4M07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP4M07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9HP4M07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

### **AC9HP4M08**

**apply rules and scoring systems to promote when participating or designing physical activities**

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##### **Elaborations**

- collaborating to decide rules for a new game to promote and inclusion of all learners
- describing processes of decision making that ensure fairness in games and contributing to fair



decision-making by applying the rules appropriately in physical activities

- interpreting and applying rules fairly in physical activities where they are in the role of officiating
- exploring rules and scoring systems used in traditional games of First Nations Australians and comparing them to rules and systems used in other games they have played

Students learn to:

## **apply rules and scoring systems to promote fair play when participating or designing activities**

(AC9HP4M08)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Making and reflecting on ethical decisions

#### **Social management**

- Collaboration
- Leadership
- Decision-making

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Responding to ethical issues**

- Making and reflecting on ethical decisions

#### **Responding to ethical issues**

- Making and reflecting on ethical decisions

#### **Social management**

- Decision-making

#### **Responding to ethical issues**

- Making and reflecting on ethical decisions

#### **Social management**

- Decision-making

#### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

#### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9HS3K06

AC9HS4K07

#### **Resources**

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

decisions

- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP4M08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

### **AC9HP4M09**

#### **perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities**

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##### **Elaborations**

- using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy
- working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates
- modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space

Students learn to:

#### **perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities**

(AC9HP4M09)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Social management**

- Communication
- Collaboration
- Leadership
- Decision-making

##### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### **Social management**

- Collaboration
- Leadership

##### **Social management**

- Collaboration
- Conflict resolution

### **Self-awareness**

- Reflective practice

### **Social management**

- Decision-making

### **Resources**

#### **Snapshot – Communication**

##### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

#### **Snapshot – Collaboration**

##### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

#### **Snapshot – Leadership**

##### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others

#### **Snapshot – Decision-making**

##### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

#### **Snapshot – Collaboration**

##### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Conflict resolution**

#### **Personal and Social capability: Social management: Conflict resolution**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict
- apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts
- practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP4M09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions