



# Health and Physical Education

## Prep Year Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units		Semester 1		Semester 2	
		Unit 1 – Physical Education	Unit 2 - Health	Unit 3 – Physical Education	Unit 4 - Health
Unit description		<p>In Term 1, students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>In Term 2, students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes. Students will use personal and social skills when working with others in a range of activities. They will perform underarm throwing, two-handed catching and dynamic partner balances with beanbags to solve movement challenges.</p>	<p>In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p>	<p>In Term 3: Students practise and develop locomotor and non-locomotor skills, including balancing, running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.</p> <p>In Term 4: In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.</p>	<p>In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. Students explore how their bodies are growing and developing.</p>

Assessment		Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment coverage	Technique	Observed demonstration	Assignment	Observed demonstration	Assignment
			Booklet		Booklet
	Mode	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual
	Conditions	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard		Shaded cells indicate aspects covered in the assessment			

Personal, social and community health☀				
recognise how they are growing and changing.				
identify and describe the different emotions people experience.				
identify actions that help them be healthy, safe and physically active.				
identify different settings where they can be active and demonstrate how to move and play safely.				
describe how their body responds to movement.				
Movement and physical activity☀				
use personal and social skills when working with others in a range of activities.				
demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.				
perform fundamental movement skills and solve movement challenges.				