Alignment Template: Align achievement standards and structural curriculum elements

Year 5 and 6 Health and Physical Education

Aspects of the achievement standard	Band description	Strands	Sub-strands	Thread	Content descriptions	Elaborations	Critical and creative thinking	Literacy
describe their own and others' contributions to health, physical activity, safety and wellbeing.	take action to enhance their own and others' health, wellbeing, safety and physical activity participation. ..contribute to building a positive school environment that supports healthy, safe and active choices for everyone.	Personal, social and community health	Being health, safe and active	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	• scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol • comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals • proposing and implementing opportunities to increase their physical activity levels at school and at home • selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations	**Generating ideas, possibilities and actions** • Consider alternatives • Seek solutions and put ideas into action **Inquiring – identifying, exploring and organising information and ideas** • Organise and process information • Pose questions • Identify and clarify information and ideas **Reflecting on thinking and processes** • Reflect on processes **Analysing, synthesising and evaluating reasoning and procedures** • Apply logic and reasoning	**Composing texts through speaking, writing and creating** • Compose spoken, written, visual and multimodal learning area texts • Compose texts **Comprehending texts through listening, reading and viewing** • Interpret and analyse learning area texts • Navigate, read and view learning area texts • Comprehend texts **Word Knowledge** • Understand learning area vocabulary
				Help seeking	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	• researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy • applying criteria to online information to assess the credibility of the information and its relevance to peers • creating ways to share information about local services young people can access for help, such as a blog, app or advertisement	**Inquiring – identifying, exploring and organising information and ideas** • Organise and process information • Identify and clarify information and ideas • Pose questions **Analysing, synthesising and evaluating reasoning and procedures** • Apply logic and reasoning Generating ideas, possibilities and actions • Seek solutions and put ideas into action **Reflecting on thinking and processes** • Reflect on processes	**Comprehending texts through listening, reading and viewing** • Navigate, read and view learning area texts • Comprehend texts • Interpret and analyse learning area texts **Word Knowledge** • Understand learning area vocabulary

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Aspects of the achievement standard	Band description	Strands	Sub-strands	Thread	Content descriptions	Elaborations	Personal and Social Capability	Critical and creative thinking
Perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges	Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities	Movement and physical activity	Moving our body	Developing movement concepts and strategies	Propose and apply movement concepts and strategies with and without equipment (ACPMP063)	• demonstrating defensive and offensive play in modified games • proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment • proposing and applying movement concepts and strategies to safely traverse a natural environment	**Self-awareness** • Understand themselves as learners • Develop reflective practice **Self-management** • Work independently and show initiative • Become confident, resilient and adaptable	**Reflecting on thinking and processes** • Think about thinking (metacognition) • Transfer knowledge into new contexts **Inquiring – identifying, exploring and organising information and ideas** • Identify and clarify information and ideas • Pose questions • Organise and process information **Generating ideas, possibilities and actions** • Seek solutions and put ideas into action
				Refining movement skills	Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)	• applying stability and locomotor skills to dodge and feint in different movement situations • applying kicking, striking and throwing skills to propel an object and keep it in motion • combining surface propulsion and underwater skills in an aquatic environment • composing and performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting • jumping with control for height and distance using a variety of body positions • performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing • designing a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another • experimenting with different music genres such as Indian bhangra music when performing creative dances	**Self-management** • Develop self-discipline and set goals • Become confident, resilient and adaptable **Self-awareness** • Develop reflective practice **Social management** • Work collaboratively	**Reflecting on thinking and processes** • Transfer knowledge into new contexts **Inquiring – identifying, exploring and organising information and ideas** • Organise and process information • Identify and clarify information and ideas **Generating ideas, possibilities and actions** • Seek solutions and put ideas into action