## Foundation Year Achievement Standard

By the end of Foundation Year, students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) how they are growing and changing. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the different emotions people experience. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) actions that help them be healthy, safe and physically active. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different settings where they can be active and [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) how to move and play safely. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate), with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges.

## Years 1 and 2 Achievement Standard

By the end of Year 2, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) changes that occur as they grow older. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) how strengths and achievements contribute to identities. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) how emotional responses impact on others’ feelings. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) messages related to health decisions and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how to keep themselves and others healthy, safe and physically active. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) areas where they can be active and how the body reacts to different physical activities.

Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) positive ways to interact with others. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fundamental movement skills in a variety of movement sequences and situations and test alternatives to [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They perform movement sequences that incorporate the elements of movement.

## Years 3 and 4 Achievement Standard

By the end of Year 4, students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) strategies for managing change. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) influences that strengthen identities. They [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) how emotional responses vary and [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how to interact positively with others in a variety of situations. Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health messages and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) the influences on healthy and safe choices. They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the benefits of being healthy and physically active. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the connections they have to their community and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) local resources to support their health, wellbeing, safety and physical activity.

Students [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) strategies for working cooperatively and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) rules fairly. They use decision-making and problem-solving skills to [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) strategies that help them stay safe, healthy and active. They refine fundamental movement skills and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) movement concepts and strategies in a variety of physical activities and to [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

## Years 5 and 6 Achievement Standard

By the end of Year 6, students [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) developmental changes and transitions. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the influence of people and places on identities. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the influence of emotions on behaviours and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) factors that influence how people interact. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) their own and others’ contributions to health, physical activity, safety and wellbeing. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fair play and skills to work collaboratively. They access and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health information and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the elements of movement when composing and performing movement sequences.