# Foundation – unpacking the achievement standard

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Understanding |
|  | [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) how they are growing and changing |  |
|  | [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 |  |
|  | [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) actions that help them be healthy, safe and physically active. |  |
|  | [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different settings where they can be active |  |
|  | [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) how to move and play safely. |  |
|  | [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how their body responds to movement. |  |

# Foundation – unpacking the achievement standard

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Skills |
|  | use personal and social skills when working with others in a range of activities. |  |
|  | [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. |  |
|  | perform fundamental movement skills and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. |  |

# Year 1 and 2 – Unpacking the achievement standard

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

# Year 1 and 2 – Unpacking the achievement standard

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Skills |
|  | [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) positive ways to interact with others. |  |
|  | [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 |  |
|  | able to ask for help with tasks or problems. |  |
|  | [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fundamental movement skills in a variety of movement sequences and situations |  |
|  | test alternatives to [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. |  |
|  | perform movement sequences that incorporate the elements of movement. |  |

# Year 3 and 4 – Unpacking the achievement standard

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Understanding |
|  | [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) strategies for managing change. |  |
|  | [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) influences that strengthen identities. |  |
|  | [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) how emotional responses vary |  |
|  | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how to interact positively with others in a variety of situations. |  |
|  | [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. |  |
|  | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the benefits of being healthy and physically active. |  |
|  | [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the connections they have to their community |  |
|  | [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) local resources to support their health, wellbeing, safety and physical activity. |  |

# Year 3 and 4 – Unpacking the achievement standard

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Skills |
|  | [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. |  |
|  | 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. |  |
|  | refine fundamental movement skills |  |
|  | [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. |  |
|  | create and perform movement sequences using fundamental movement skills and the elements of movement |  |

# Years 5 and 6 – Unpacking the achievement standards

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Understanding |
|  | [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) developmental changes and transitions |  |
|  | [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the influence of people and places on identities |  |
|  | [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the influence of emotions on behaviours |  |
|  | [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss" \o "Display the glossary entry for discuss) factors that influence how people interact |  |
|  | [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) their own and others’ contributions to health, physical activity, safety and wellbeing |  |
|  | [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. |  |
|  | [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. |  |

# Years 5 and 6 – Unpacking the achievement standards

|  |  |  |
| --- | --- | --- |
| Below standard | At standard | Well above standard |
| Skills |
|  | [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fair play and skills to work collaboratively. |  |
|  | access and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health information |  |
|  | [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. |  |
|  | perform specialised movement skills and sequences |  |
|  | 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. |  |
|  | [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the elements of movement when composing and performing movement sequences |  |