# PDHPE K–6 Syllabus – Physical Activity and Fundamental Movement Skills

<table>
<thead>
<tr>
<th>Stage</th>
<th>Outcomes</th>
<th>Key inquiry question</th>
<th>Content</th>
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<tbody>
<tr>
<td>Early Stage 1</td>
<td><strong>Movement Skill and Performance</strong> PDe-4</td>
<td><em>How do we move our bodies?</em></td>
<td>• demonstrate a variety of movement skills and movement sequences, for example:</td>
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<tr>
<td></td>
<td>practises and demonstrates movement skills and sequences using different body parts</td>
<td></td>
<td>➢ perform non-locomotor skills, eg bending, twisting, swaying, reaching                                                                 interpelation of movement challenges through participation in a range of activities</td>
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<tr>
<td></td>
<td><strong>PDe-5</strong></td>
<td></td>
<td>➢ perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line</td>
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<tr>
<td></td>
<td>explores possible solutions to</td>
<td></td>
<td>➢ perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling</td>
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<tr>
<td></td>
<td>movement challenges through participation in a range of activities</td>
<td></td>
<td>➢ maintain stability on different bases of support, eg standing on one foot, lunging to one side, squatting</td>
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<tr>
<td></td>
<td><strong>PDe-11</strong></td>
<td><em>How can we solve problems when moving?</em></td>
<td>• participate in games with and without equipment, for example: (ACPMP009)</td>
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<tr>
<td></td>
<td>demonstrates how the body moves in relation to space, time, objects, effort and people</td>
<td></td>
<td>➢ participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games</td>
</tr>
<tr>
<td></td>
<td><strong>Healthy, Safe and Active Lifestyles</strong> PDe-6</td>
<td></td>
<td>➢ participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games</td>
</tr>
<tr>
<td></td>
<td>explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity</td>
<td></td>
<td>• test possible solutions to movement challenges through trial and error, for example:</td>
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<tr>
<td></td>
<td><strong>PDe-7</strong></td>
<td></td>
<td>➢ trial a number of techniques when trying new movement activities, eg position, focus, direction</td>
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<tr>
<td></td>
<td>identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7</td>
<td></td>
<td>• make connections between feelings, thoughts, body reactions and body language, for example:</td>
</tr>
<tr>
<td></td>
<td><strong>PDe-8</strong></td>
<td><em>What choices can help make me safe, supported and active?</em></td>
<td>➢ participate in games and physical activities and recognise how it can benefit their mental health, eg increased self-esteem, feeling calm and relaxed</td>
</tr>
<tr>
<td></td>
<td>explores how regular physical activity keeps individuals healthy</td>
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<td>➢ participate in different physical activities and explain their body’s response before, during and after the activity</td>
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<td>➢ share what they enjoy about being physically active and describe how it feels to be included and to work collaboratively with their peers</td>
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<td></td>
<td>➢ compare the physical activities in which they participate and create a personal list of preferred physical activities using ICT tools</td>
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</tbody>
</table>
**Stage 1**

**Movement Skill and Performance**

**PD1-4** performs movement skills in a variety of sequences and situations.

**PD1-5** proposes a range of alternatives to solve movement challenges through participation in a range of activities.

**PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

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**What are the different ways we can move our body?**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - perform locomotor skills using different body parts to travel in different directions, e.g., walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling
  - use a variety of equipment to perform object control skills to send, control and receive objects, e.g., bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling
  - demonstrate stability and body control balances, e.g., vee sit, lunge, knee scale, arabesque
  - demonstrate balances on different parts of the body and make different shapes, e.g., using three body parts, one hand and one foot
  - combine fundamental movement skills to perform a simple movement sequence

- apply movement concepts to create and perform movement sequences, for example:
  - demonstrate changes in speed, direction and level of movement in response to changes in music tempo, e.g., in rhythmic and expressive activities
  - create, follow, repeat and alter movement sequences in response to rhythm, music or words, e.g., rhythmic and expressive activities, minor games
  - construct and perform creative and original movement sequences in response to stimuli, e.g., rhythmic and expressive activities
  - perform movements using relationships, e.g., under, over, through and between objects, people and equipment

- propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)
  - select and implement different movement skills and concepts to be successful in a game and/or physical activity
  - identify appropriate strategies and/or tactics to influence achievement in games and physical activities
  - compare different types of movements and identify which ones are easier and harder, e.g., locomotor, non-locomotor and object control skills

- use strategies to work in group situations when participating in physical activities

- identify rules and fair play when participating in physical activities, for example: (ACPMP032)

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**How can we move and improve our involvement in physical activity?**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - perform locomotor skills using different body parts to travel in different directions, e.g., walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling
  - use a variety of equipment to perform object control skills to send, control and receive objects, e.g., bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling
  - demonstrate stability and body control balances, e.g., vee sit, lunge, knee scale, arabesque
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  - select and implement different movement skills and concepts to be successful in a game and/or physical activity
  - identify appropriate strategies and/or tactics to influence achievement in games and physical activities
  - compare different types of movements and identify which ones are easier and harder, e.g., locomotor, non-locomotor and object control skills

- use strategies to work in group situations when participating in physical activities

- identify rules and fair play when participating in physical activities, for example: (ACPMP032)
<table>
<thead>
<tr>
<th>Stage 1</th>
<th><strong>Healthy, safe and active Lifestyles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PD1-6</td>
<td>understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</td>
</tr>
<tr>
<td>PD1-8</td>
<td>participates in a range of opportunities that promote physical activity</td>
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</tbody>
</table>

**How can we participate safely and fairly during physical activity?**

- demonstrate turn-taking and safe sharing of equipment when participating in physical activities and minor games
- create and participate in games with and without equipment, for example: (ACPMP027)
  - invent games with rules using one or two pieces of equipment
  - use stimuli, eg equipment, rhythm, music and words to create and participate in games
- identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)
  - participate in physical activities in a range of different environments, eg natural, school, local community settings
  - learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games and walking Country as endorsed by the local Aboriginal community

**How can I be responsible for my own, and others’ health, safety and wellbeing?**

- describe situations where they are required to make healthy and/or safe decisions, for example:
  - identify and participate in opportunities that could encourage themselves and others to be physically active at school, home and in the community, eg outdoor recreation activities, moderate-to-vigorous games and activities

**How can I act to help make my environments healthy, safe and active?**

- explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
  - explore the benefits of regular physical activity to health and wellbeing

**What influences my decisions and actions to be healthy, safe and physically active?**

- examine contextual factors that influence their own and others’ decisions and behaviours, for example:
  - explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge
<table>
<thead>
<tr>
<th>Movement Skill and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PD2-4</strong> performs and refines movement skills in a variety of sequences and situations</td>
</tr>
<tr>
<td><strong>PD2-5</strong> applies strategies to solve movement challenges</td>
</tr>
<tr>
<td><strong>PD2-11</strong> combines movement skills and concepts to effectively create and perform movement sequences</td>
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**How can we move our bodies to perform skills in different ways?**

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, e.g., swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling
  - explore and practise different techniques to propel objects towards a target, e.g., running, jumping and throwing techniques in athletics and target games
  - demonstrate variations of force and speed in movement, e.g., slow, fast, light, strong, sudden, sustained, using the body and objects
  - perform fundamental movement skills to demonstrate weight transference in different physical activities, e.g., sidestepping or running backwards
  - perform routines that connect movements, e.g., using rolling actions, weight transferring, flight, landing and balancing to explore centre of gravity and stability
  - participate and use equipment in a variety of games and modified sports
  - adapt movement skills to improve accuracy and control in a variety of contexts

- practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  - combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047)
  - combine locomotor and non-locomotor movement to create and perform movement sequences
  - vary a simple sequence by applying movement concepts to create a new sequence
  - create and perform movement sequences that vary in shape, size, direction, level, speed and flow, e.g., rhythmic and expressive activities, individual/group/team physical activities

- pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:
  - apply movement skills and respond to feedback to solve movement challenges
  - pose questions to others as a strategy for solving movement challenges
<table>
<thead>
<tr>
<th>Healthy, Safe and Active Lifestyles</th>
<th>How can we include others in physical activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD2-6</td>
<td>How can I contribute to promote healthy, safe and active communities?</td>
</tr>
<tr>
<td>describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</td>
<td>test alternative responses to movement challenges and predict the success or effectiveness of each, e.g., create space, positional awareness in games</td>
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<td></td>
<td>draw on and apply prior knowledge, feedback and skills to solve movement challenges</td>
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<tr>
<td></td>
<td>identify how to modify plans within a game to achieve success</td>
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<td></td>
<td>participate in physical activities which require problem-solving and persistence to achieve a goal</td>
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<td></td>
<td>plan and perform strategies and/or tactics to be successful in tag and dodge games</td>
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<td></td>
<td>demonstrate movement concepts and strategies to create scoring opportunities</td>
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<td>adopt inclusive practices when participating in physical activities, for example: (ACPMP048)</td>
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<td>use interpersonal skills to complete a movement task, e.g., a partner balance, partner passing strategy or team strategy</td>
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<td></td>
<td>work collaboratively with team members to maintain possession in a game</td>
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<td>modify physical activities to ensure that everyone is included, e.g., changing equipment, rules or playing space</td>
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<td></td>
<td>apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities</td>
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<td></td>
<td>participate in physical activities from their own and other cultures, for example: (ACPMP108)</td>
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<tr>
<td></td>
<td>participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games</td>
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<td></td>
<td>learn and participate in games from diverse cultures and teach the class how to play them</td>
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<td></td>
<td>describe how their own and others’ skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example:</td>
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<tr>
<td></td>
<td>explain how their level of skill can influence their participation in games and physical activities</td>
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<tr>
<td></td>
<td>recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:</td>
</tr>
<tr>
<td></td>
<td>describe factors that have an impact on participation in physical activity and develop plans to increase their own and others’ physical activity levels</td>
</tr>
<tr>
<td><strong>PD2-8</strong></td>
<td><strong>How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?</strong></td>
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</table>
| investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2 | - identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036)  
  - recognise practices that prevent lifestyle disease and support their own and others’ health, eg balanced eating habits, participation in physical activity  
- suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:  
  - recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at home and at school  
  - promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools  
  - analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels  
- perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:  
  - create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course  
  - perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques  
  - describe the interrelationship between regular physical activity and levels of fitness and health  
- examine the effects of physical activity on the mind and body, for example:  
  - investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing  
  - participate in physical activities in natural environments in the local area and reflect on the enjoyable components of participation, eg outdoor recreation  
  - recognise the physical, social and emotional benefits of participating in a new game or sport, eg individual/group/team physical activities, cultural games  
  - investigate the physical activities people engage in to improve or maintain their health, wellbeing and fitness using ICT tools to collect and collate information |
<table>
<thead>
<tr>
<th>Stage 3</th>
<th>Movement Skill and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD3-4</td>
<td>adapts movement skills in a variety of physical activity contexts</td>
</tr>
<tr>
<td>PD3-5</td>
<td>proposes, applies and assesses solutions to movement challenges</td>
</tr>
<tr>
<td>PD3-11</td>
<td>selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences</td>
</tr>
</tbody>
</table>

**How can we adapt and perform movement skills in different situations?**

- perform and refine movement skills to a variety of situations, for example:
  - vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills
  - adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control
  - transfer sequence of locomotor and non-locomotor movements, eg floor to apparatus, mini trampoline to vault, balance beam, swing and land
  - adapt movement skills to perform own or set movement sequences with consistency
  - use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance

- practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  - jumping, hopping or stepping with control for height and/or distance, eg long, high or triple jump
  - apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning
  - refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch
  - apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
  - compose and perform a range of complex static and dynamic balances on different body parts individually and/or with a partner or small group
  - design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another
  - perform physical activities that involve a transition from one skill to another, eg from dribbling to shooting, leaping to balancing, running and passing, running to kicking
  - use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures

- use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance
How can we use strategies and tactics to create solutions to movement challenges?

- manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example:
  - demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass
  - create a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time
  - work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances
  - appraise the quality of movement in order to modify and improve performance

- apply critical and creative thinking to generate, create and access solutions to movement challenges, for example:
  - recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective
  - apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games
  - assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences
  - demonstrate defensive and offensive play in modified games
  - propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment
  - implement tactics which account for their own strengths and the strengths of others in group and team activities
  - explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports

How can we work with others to build positive relationships during physical activity?

- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

- participate in physical activity from their own and others’ cultures and examine how involvement creates community connections and intercultural understanding, for example:
  - research and participate in different culturally diverse physical activities that people in other countries play
| Healthy, Safe and Active Lifestyles | How responsible am I for my own and others’ health, safety and wellbeing? | • recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
- explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities
• recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example:
- observe and explain how individual strengths and teamwork contribute to achieving success in physical activities
- examine the benefits of physical activity to social health and mental wellbeing
- understand the contribution of different roles and responsibilities in games and physical activities
- participate safely and positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity, eg initiative/challenge physical activities (ACPMP067)
- discuss how safe participation in outdoor activities creates connections to natural and built environments (ACPPS059)
- explain how access to natural and built environments can help or hinder participation in physical activities
• investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example
- monitor and plan for action to meet recommendations for daily physical activity and screen time
• implement actions to maintain and improve the quality of an active lifestyle, for example:
- propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport
- demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practice
- recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals
- interact with people who can help them improve their fitness levels, game play or sport skills, eg peers

| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | What actions positively influence the health, safety and wellbeing of my community? | - recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
- explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities
- recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example:
- observe and explain how individual strengths and teamwork contribute to achieving success in physical activities
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- investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example
- monitor and plan for action to meet recommendations for daily physical activity and screen time
- implement actions to maintain and improve the quality of an active lifestyle, for example:
- propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport
- demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practice
- recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals
- interact with people who can help them improve their fitness levels, game play or sport skills, eg peers

| PD3-8 creates and participates in physical activities to promote healthy and active lifestyles |  |  |
• examine the role of physical activity in promoting health and wellbeing, for example:
  ➢ compare the reasons people choose physical activities that support them to stay fit and healthy
  ➢ analyse the influence of physical activity on health-related and skill-related components of fitness
  ➢ participate in physical activities designed to address fitness and health goals (ACPMP064)
  ➢ explore strategies to overcome participation in physical activity for individuals and groups, including people with disabilities