Learning Framework

**Big idea** –

**Essential question** –

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| Key inquiry questions | Outcomes | Skills in focus |
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| Propositions | Opportunities to teach | Stage |
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## Early Stage 1

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| Key inquiry questions | Outcomes |
| What makes me unique? | PDe-1 identifies who they are and how people grow and change |
| How do we grow? | PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe |
| How can we care for and include each other? | PDe-3 communicates ways to be caring, inclusive and respectful of others |
| How do we move our bodies? | PDe-4 practises and demonstrates movement skills and sequences using different body parts |
| How can we solve problems when moving? | PDe-5 explores possible solutions to movement challenges through participation in a range of activities |
| How do we participate with others when we are active? | PDe-6 explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity |
| What choices can help to make me safe, supported and active? | PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces |
| What helps us to stay healthy and safe? | PDe-8 explores how regular physical activity keeps individuals healthy |
| How do we make healthy and safe choices in different situations? | PDe-9 practises self-management skills in familiar and unfamiliar scenarios |
|  | PDe-10 uses interpersonal skills to effectively interact with others |
|  | PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people |

## Stage 1

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| Key inquiry questions | Outcomes |
| How does my uniqueness shape who I am? | PD1-1 describes the qualities and characteristics that make them similar and different to others |
| How do we grow and change over time? | PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations |
| How can we be inclusive and respectful? | PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships |
| What are the different ways we can move our body? | PD1-4 performs movement skills in a variety of sequences and situations |
| How can we move and improve our involvement in physical activity? | PD1-5 proposes a range of alternatives to solve movement challenges through participation in a range of activities |
| How can we participate safely and fairly during physical activity? | PD1-6 understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity |
| How can I be responsible for my own, and others health, safety and wellbeing? | PD1-7 explores actions that help make home and school healthy, safe and physically active spaces |
| How can I act to help make my environments healthy, safe and active? | PD1-8 participates in a range of opportunities that promote physical activity |
| What influences my decisions and actions to be healthy, safe and physically active? | PD1-9 demonstrates self-management skills in taking responsibility for their own actions |
|  | PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong |
|  | PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences |

## Stage 2

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| Key inquiry questions | Outcomes |
| How does who I am influence others? | PD2-1 explores strategies to manage physical, social and emotional change |
| How can we manage change? | PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe |
| Why are empathy, inclusion and respect important in our relationships? | PD2-3 explains how empathy, inclusion and respect can positively influence relationships |
| How can we move our bodies to perform skills in different ways? | PD2-4 performs and refines movement skills in a variety of sequences and situations |
| How can we demonstrate our understanding of movement to solve challenges? | PD2-5 applies strategies to solve movement challenges |
| How can we include others in physical activity? | PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity |
| How can I contribute to promote healthy, safe and active communities? | PD2-7 describes strategies to make home and school healthy, safe and physically active spaces |
| How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? | PD2-8 investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing |
| What skills and strategies do we need to be healthy, safe and empowered? | PD2-9 demonstrates self-management skills to respond to their own and others’ actions |
|  | PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations |
|  | PD2-11 combines movement skills and concepts to effectively create and perform movement sequences |

## Stage 3

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| Key inquiry questions | Outcomes |
| How does my uniqueness change over time? | PD3-1 identifies and applies strengths and strategies to manage life changes and transitions |
| How can I manage transitions and challenges? | PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| How do empathy, inclusion and respect have an impact on myself and others? | PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others |
| How can we adapt and perform movement skills in different situations? | PD3-4 adapts movement skills in a variety of physical activity contexts |
| How can we use strategies and tactics to create solutions to movement challenges? | PD3-5 proposes, applies and assesses solutions to movement challenges |
| How can we work with others to build positive relationships during physical activity? | PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| How responsible am I for my own and others health, safety and wellbeing? | PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces |
| What actions positively influence the health, safety and wellbeing of my community? | PD3-8 creates and participates in physical activities to promote healthy and active lifestyles |
| How does a healthy safe and active lifestyle enhance connection with others? | PD3-9 applies and adapts self-management skills to respond to personal and group situations |
|  | PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |
|  | PD3-11 selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |

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| Self management skills | Interpersonal skills | Movement skills |
| * Strengthening personal identity   + building self-concept   + building self-confidence   + building self-esteem   + self-evaluation   + cultivating resilience   + adaptability   + perseverance. * Self-awareness   + self-monitoring thoughts, feelings and actions   + developing greater control and responsibility for our actions, feelings and behaviours   + awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses   + reflective practice. * Emotion and stress management   + recognising emotions   + optimistic thinking   + coping. * Decision-making and problem-solving   + information-gathering   + finding solutions to problems   + analysis   + time management   + goal-setting and tracking. * Help-seeking   + recognising when help is needed   + accessing support and support networks. | * ·Communication   + verbal and nonverbal communication   + listening, eg active   + expressing feelings   + giving and receiving feedback   + negotiation and conflict management   + assertiveness   + refusal skills. * Collaboration, inclusion and relationship-building   + expressing respect for others’ contributions   + fostering connectedness   + recognising and using their own abilities and strengths and those of others   + assessing their own abilities and contributing back to the group. * Empathy building   + understanding others’ views   + understanding of others’ needs and circumstances. * Leadership and advocacy   + influencing and persuading   + restorative practices   + networking   + motivation. * Social awareness   + respecting difference and diversity   + contributing to their community   + perspective forming   + perspective taking. | * Fundamental and specialised movement skills and concepts   + non-locomotor skills (body control, body positioning, spatial awareness, direction, force, precision), eg bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing   + locomotor skills (travel, rhythm, body control, coordination, safe landing, agility, direction, object locomotion), eg rolling, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping   + object control (body positioning, rotation, force, distance and precision), eg striking, passing, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object   + stability/body control (spatial and effort awareness, balance, coordination), eg static balance   + sequencing/combination skills, eg connects a variety of skills to perform movement sequences, transitions from one skill to another. * Tactical and creative movement   + selecting, applying, transferring, adapting and evaluating movement skills   + applying movement concepts, rules, strategies and tactics   + composing, appraising and performing   + assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts. * Health and fitness enhancing movement   + functional movement and resistance training   + planning and monitoring physical activity levels   + measuring health and fitness   + managing risk and promoting safety   + self-regulation in physical activity   + fair and ethical participation   + building physical activity self-efficacy   + participating actively. |

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| Early Stage 1 | Stage 1 | Stage 2 | Stage 3 |
| PDe-1  identifies who they are and how people grow and change | PD1-1  describes the qualities and characteristics that make them similar and different to others | PD2-1  explores strategies to manage physical, social and emotional change | PD3-1  identifies and applies strengths and strategies to manage life changes and transitions |
| PDe-2  identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe | PD1-2  recognises and describes strategies people can use to feel comfortable, resilient and safe in situations | PD2-2  explains and uses strategies to develop resilience and to make them feel comfortable and safe | PD3-2  investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| PDe-3  communicates ways to be caring, inclusive and respectful of others | PD1-3  recognises and describes the qualities that enhance inclusive and respectful relationships | PD2-3  explains how empathy, inclusion and respect can positively influence relationships | PD3-3  evaluates the impact of empathy, inclusion and respect on themselves and others |
| PDe-4  practises and demonstrates movement skills and sequences using different body parts | PD1-4  performs movement skills in a variety of sequences and situations | PD2-4  performs and refines movement skills in a variety of sequences and situations | PD3-4  adapts movement skills in a variety of physical activity contexts |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | PD1-5  proposes a range of alternatives to solve movement challenges through participation in a range of activities | PD2-5  applies strategies to solve movement challenges | PD3-5  proposes, applies and assesses solutions to movement challenges |
| PDe-6  explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity | PD1-6  understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity | PD2-6  describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity | PD3-6  distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| PDe-7  identifies actions that promote health, safety, wellbeing and physically active spaces | PD1-7  explores actions that help make home and school healthy, safe and physically active spaces | PD2-7  describes strategies to make home and school healthy, safe and physically active spaces | PD3-7  proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces |
| PDe-8  explores how regular physical activity keeps individuals healthy | PD1-8  participates in a range of opportunities that promote physical activity | PD2-8  investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing | PD3-8  creates and participates in physical activities to promote healthy and active lifestyles |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | PD1-9  demonstrates self-management skills in taking responsibility for their own actions | PD2-9  demonstrates self-management skills to respond to their own and others’ actions | PD3-9  applies and adapts self-management skills to respond to personal and group situations |
| PDe-10  uses interpersonal skills to effectively interact with others | PD1-10  describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong | PD2-10  demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations | PD3-10  selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |
| PDe-11  demonstrates how the body moves in relation to space, time, objects, effort and people | PD1-11  incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences | PD2-11  combines movement skills and concepts to effectively create and perform movement sequences | PD3-11  selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |