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