

| Topic                                                    | KnowledgeThe facts, concepts, principles, and theories to teach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PracticesThe skills, strategies, and applications to teach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Movement</b><br>The moving body                       | <div>1K1</div> The body forms, holds, and moves between a variety of shapes and positions (e.g. small, tall, wide, flat, symmetrical, asymmetrical) by adjusting posture, limb positions, and balance. <div>1K2</div> Breathing rate, heart rate, and body temperature are ways the body changes during physical activity. <div>1K3</div> Starting movement slowly warms up the muscles and increases joint mobility, helping prepare the body for more vigorous activity. <div>1K4</div> Regular practise helps develop coordination, balance, and control as the body and brain work together to improve movement.                                                                                                         | <div>1P1</div> Create, hold, and move through a variety of body shapes with control and balance, experiencing the effects of forces (including gravity). <div>1P2</div> Recognise physical cues of exertion (e.g. increased breathing rate, warmth, fatigue), responding when necessary. <div>1P3</div> Participate in physical experiences that develop body awareness and control by: <ul style="list-style-type: none"><li>moving across the midline of the body, exploring personal space and positioning</li><li>tracking moving objects using vision or other senses (e.g. touch, sound)</li><li>isolating the movement of individual body parts.</li></ul>                                                                     |
| <b>Movement</b><br>Skill acquisition                     | <div>1K5</div> Skills develop through practice, repetition, and trying different ways of moving. <div>1K6</div> Paying attention to body position, balance, and space helps people move safely and successfully.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div>1P4</div> Run, walk, jump, hop, skip, and change direction safely in games, relays, and activities, showing balance and awareness of people and space. <div>1P5</div> Throw, roll, kick, strike, and aim objects towards targets using a variety of equipment and improving control through practice (e.g. throwing a beanbag into a hoop, rolling a ball to a target, kicking a ball between cones, striking a balloon with a hand or bat). <div>1P6</div> Practise balancing, landing safely, and controlling body movements to move confidently in a variety of activities and spaces (e.g. balancing on one foot, landing softly after a jump, walking along a line, moving around cones, or stepping over small obstacles). |
| <b>Movement</b><br>Water safety                          | Water safety statements cover the whole of Phase 1 (Years 0–3) and are not split by year. See the Water Safety sheet for Phases 1–2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Active participation</b><br>Participating with others | <div>1K7</div> Activity with others can be coordinated through shared signals, cues, and simple instructions (e.g. claps, chants). <div>1K8</div> Taking turns and following agreed signals and boundaries supports safe activities (e.g. following school playground rules, sharing equipment). <div>1K9</div> Anticipation and awareness support decision-making in movement (e.g. noticing and responding to outdoor environments, the number of people, wide vs narrow areas in playground games, chasing/evading in tag games with others). <div>1K10</div> Outdoor environments can be protected and enjoyed when people act in ways that respect the place, its living things, and others using it (e.g. local park). | <div>1P7</div> Use group cues, shared signals, or simple instructions (e.g. claps, calls, chants) to organise movement. <div>1P8</div> Follow simple turn-taking rules in small-sided games and activities and agreed outdoor safety rules and routines while exploring. <div>1P9</div> Negotiate and participate in games and physical activities that suit group enjoyment, safety, and participation. <div>1P10</div> Participate in play and modified games to practise anticipation and awareness of others’ movement and the environment. <div>1P11</div> Demonstrate respect for outdoor places by caring for living things, following agreed place-care practices, and considering the impact of actions on others.           |