

Australian Curriculum - Year 5 & 6

<p><u>Achievement standard extracts</u>                  Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing.                  Students demonstrate skills to work collaboratively. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</p>	<p><u>Content Descriptions</u>  <b>Personal, Social &amp; Community Health - Being healthy, safe and active</b>                  Plan and practise strategies to promote health, safety and wellbeing (<a href="#">ACPPS054</a>)  <b>Personal, Social &amp; Community Health - Communicating and interacting for health and wellbeing</b>                  Examine the influence of emotional responses on behaviour and relationships (<a href="#">ACPPS056</a>)  <b>Personal, Social &amp; Community Health - Contributing to healthy and active communities</b>                  Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (<a href="#">ACPPS059</a>)  <b>Movement and Physical Activity - Moving our body</b>                  Propose and apply movement concepts and strategies with and without equipment (<a href="#">ACPMP063</a>)  <b>Movement and Physical Activity - Understanding movement</b>                  Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (<a href="#">ACPMP064</a>)  <b>Movement and Physical Activity - Learning through movement</b>                  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (<a href="#">ACPMP067</a>)</p>	<p><u>Daradgee specific elaborations</u>  <i>Plan and practise strategies to promote health, safety and wellbeing</i>                  - use the LRC climbing experience to increase levels of individual and group participation and improve health, safety and wellbeing eg. the use of specialist climbing equipment for the LRC may motivate students and increase participation and enjoyment  <i>Examine the influence of emotional responses on behaviour and relationships</i>                  - debrief how emotional responses can differ and affect individuals and their partners during LRC eg. managing anxiety, stress, fear, aggression, being positive and supportive, encouraging others  <i>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments</i>                  - explore how climbing improves health and wellbeing eg. how new and different physical challenges can improve individuals ability to become more active and gain personal satisfaction  <i>Propose and apply movement concepts and strategies with and without equipment</i>                  - encourage students to apply specific climbing manoeuvres and techniques eg. use of foot cables and vines, reaching, stretching, balancing, good posture  <i>Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</i>                  - participate in climbing to improve health and wellbeing eg. promote understanding of the link between physical activity and mental health, student resilience, coping skills  <i>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</i>                  - explore and perform roles and responsibilities required to climb which promote enjoyment, safety and positive outcomes for students eg. teamwork, organisation, cooperation, communication</p>
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