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**Outdoor Learning: years 5 and 6**

The following table identifies how the key aspects of outdoor learning are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for outdoor learning by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 5 and 6 |
| Key aspect 1: Skills and knowledge |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | describe and demonstrate how respect and empathy can be expressed to positively influence relationshipsAC9HP6P04  | * exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team
* proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships
* exploring and performing different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for all participants
* recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships
* examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence
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| **Personal, social and community health**Interacting with others | describe and implement strategies to value diversity in their communitiesAC9HP6P05 | * proposing strategies to help others understand points of view that differ from their own and to encourage discussion about individual and cultural similarities and differences to tackle discrimination such as sexism, racism and homophobia
* exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities
* discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism
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| **Personal, social and community health**Interacting with others | apply strategies to manage emotions and analyse how emotional responses influence interactionsAC9HP6P06  | * exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations
* analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations
* exploring when emotional responses can be intense or unpredictable and practising strategies to self-regulate and manage expression of strong emotions
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| **Personal, social and community health**Making healthy and safe choices | analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08  | * researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy
* examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed
* proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust
* analysing the responses of characters in TV shows or movies when in unsafe or risky situations and discussing the efficacy of their response to the situation
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| **Personal, social and community health**Making healthy and safe choices | investigate different sources and types of health information and how these apply to their own and others’ health choices AC9HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health
* analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family
* identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people
* examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable
 |
| **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis
* exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities
* practising and refining assertive communication techniques that can be used in a range of situations where they may be asked to do something they don’t believe is appropriate
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| **Movement and Physical activity**Moving our bodies | adapt and modify movement skills across a variety of situationsAC9HP6M01 | * applying stability and locomotor skills to dodge and feint in different movement situations
* performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations
* adapting kicking, striking and throwing skills to a variety of new games and activities
* combining surface propulsion and underwater skills in an aquatic environment
* composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement
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| **Movement and Physical activity**Moving our bodies | transfer familiar movement strategies to different movement situationsAC9HP6M02 | * adapting and transferring defensive or offensive strategies that have been successful in one game to another similar game
* examining and demonstrating how strategies used in one physical activity can be transferred to a new movement situation
* transferring strategies they have used to maintain balance to safely traverse a natural environment
* making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another
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| **Movement and Physical activity**Learning through movement | devise and test alternative rules and game modifications to support fair play and inclusive participationAC9HP6M08  | * proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest
* recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues
* discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair
* investigating the effectiveness of rules used in traditional games of First Nations Australians to promote participation, such as Inkanyi: a cooperative running game played by the Pitjantjatjara / Yankunytjatjara of central Australia where there are no winners and Barambah gimbe: a throwing and catching game from the lands of the Wakka Wakka where catchers can be nominated to increase participation
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| **Movement and Physical activity**Learning through movement | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilitiesAC9HP6M09  | * exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants
* demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations
* using reflective listening and assertive communication when working in small groups on movement tasks or challenges
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| **Technologies – Design and Technologies** | **Knowledge and understanding**Technologies context: Food and fibre production; Food specialisations | explain how and why food and fibre are produced in managed environments AC9TDE6K03 | * exploring how before colonisation, First Nations Australians lived in discrete communities that cared for, protected and sustainably harvested food and fibre resources, some of which are now cultivated to meet domestic and international demand, for example bunya nuts, macadamia and finger limes
* investigating and experimenting with different tools, equipment and methods of preparing soil and the effect on soil quality and sustainability including conserving and recycling nutrients, for example building a food composting system, including mulch when designing a sustainable school vegetable garden or cropping area
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| Years 5 and 6 |
| Key aspect 2: Connections |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | explain how identities can be influenced by people and places, and how we can create positive self-identitiesAC9HP6P01 | * investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland
* examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities
* exploring how connection to people and places can influence personal and cultural identities over time
* exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community
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| **Personal, social and community health**Interacting with others | describe and implement strategies to value diversity in their communitiesAC9HP6P05 | * exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities
* discussing how adaptations and modifications to physical activities can enable inclusivity for students with a range of abilities
* exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing
* examining how beliefs, values and cultural practices convey meaning and influence peoples’ sense of identity and belonging, including Australians of Asian heritage
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| **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
* exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities
* describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing
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| **Movement and Physical activity**Making active choices  | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participationAC9HP6M05  | * analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and wellbeing
* learning traditional dances from local First Nations Australian community members and recognising the role dance plays in the lives of these communities
* researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity
* discussing how a connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails
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| **Humanities and Social Sciences (HASS)****Year 5** | **Skills**Interpreting, analysing and evaluating  | evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationshipsAC9HS5S03 | * exploring maps and sources showing First Nations Australians’ language groups and Countries/Places, to explain the diversity of their connections to Country/Place
 |
| **Skills**Interpreting, analysing and evaluating  | evaluate primary and secondary sources to determine origin, purpose and perspectivesAC9HS5S04 | * identifying inferred messages, stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (for example, a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, First Nations Australians, South Sea Islander workers, women and children) and in sources and media of the present, such as social media opinions about a particular industry
* comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing colonial descriptions of Burke and Wills’s achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications
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| **Skills**Concluding and decision-making | develop evidence-based conclusionsAC9HS5S05 | * drawing conclusions about a community and/or the environment; for example, changing democratic values from past to present, patterns of human consumption and changes in environments
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| **Science****Year 6** | **Science understanding**Earth and space sciences | describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night lengthAC9S6U02  | * researching First Nations Australians’ understandings of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, rock paintings, paintings and stone arrangements
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| **Science as a human endeavour**Nature and development of science | examine why advances in science are often the result of collaboration or build on the work of othersAC9S6H01  | * investigating how contemporary restorative ecology adapts and builds on the traditional ecological knowledges of First Nations Australians
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| Years 5 and 6 |
| Key aspect 3: Conservation and sustainability |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * examining sustainable food practices to measure the quality of food available in the school canteen or local area
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| **Humanities and Social Sciences (HASS)** **Year 5** | **Knowledge and understanding**Geography | the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04  | * identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming
* exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, forest plantations or mining), and evaluating the effects of change on economic development and environmental sustainability
* exploring examples of positive influences people have on the characteristics of places; for example, reforestation, land-care groups, rehabilitating former mining, industrial or waste disposal sites
* identifying positive and negative influences of people on places in other countries, including countries in Asia, Europe and North America
 |
| **Knowledge and understanding**Geography | the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequencesAC9HS5K05  | * exploring how environments are used and managed, the practices and laws that aim to manage human impact, the use of zoning to manage local environments, creation of wildlife corridors and national parks
* examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts through building codes, zoning, firebreaks and controlled burns, and efficient irrigation
 |
| **Knowledge and understanding**Economics and business | types of resources, including natural, human and capital, and how they satisfy needs and wantsAC9HS5K08  | * distinguishing between needs and wants, and how resources might be used more sustainably to meet these needs and wants into the future
 |
| **Skills**Questioning and researching | locate, collect and organise information and data from primary and secondary sources in a range of formatsAC9HS5S02  | * using geospatial tools such as a globe, wall map or a digital application to collect information; for example, to identify the influences of people on the characteristics of places in other countries, or the location of information they have collected through fieldwork
 |
| **Skills**Concluding and decision-making | propose actions or responses to issues or challenges and use criteria to assess the possible effectsAC9HS5S06 | * using criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing resources, and using criteria to improve responses in communities to environmental hazards; for example, considering economic factors such as needs, wants and costs, as well as environmental, health and social factors
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| **Humanities and Social Sciences (HASS)** **Year 6** | **Skills**Questioning and researching | evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationshipsAC9HS6S03 | * examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies
* using graphic organisers, maps and concept maps to identify patterns, such as settlement in regional agricultural areas, trends (for example, changes in Australian immigration statistics) and cause–effect relationships (for example, relationships between war and the movement of refugees), and the effects of consumer decisions on the individual, the broader community and on environmental sustainability
* proposing reasons why socially sustainable practices such as negotiation, arbitration, reconciliation and cultural mediation resolve issues peacefully
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| **Skills**Interpreting, analysing and evaluating  | evaluate primary and secondary sources to determine origin, purpose and perspectivesAC9HS6S04 | * evaluating points of view about a sustainability issue; for example, considering producers’ and consumers’ views on the sustainable use of resources and the expertise of people expressing views
 |
| **Skills**Concluding and decision-making  | propose actions or responses to issues or challenges and use criteria to assess the possible effectsAC9HS6S06 | * identifying the possible social, cultural, economic and environmental effects of consumer or financial choices and developing strategies to minimise negative effects
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| **Science** **Year 5** | **Science understanding**Biological sciences | examine how particular structural features and behaviours of living things enable their survival in specific habitatsAC9S5U01  | * identify physical and behavioural characteristics that enable a plant or animal to survive, such as being able to see in dim light and being nocturnal
* exploring features of plants and animals that enable them to survive in Australia’s desert environments, such as bottle (or boab) trees and the water-holding frog
* investigating how camouflage is used by animals to hide from predators and to ambush prey
* investigating First Nations Australians’ knowledges of the structural features of certain species and how those features can be exploited
 |
| **Science understanding**Earth and space sciences | describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth’s surfaceAC9S5U02  | * identifying types of weathering caused by mechanical means such as by wind abrasion, cycles of extreme heat or cold, and frost wedging; and biological means such as by plants and tree roots
* exploring how erosion can be caused by moving air or moving water and how substances such as surface soil are relocated, and identifying examples of erosion on a local or regional scale
* analysing the difference between weathering and erosion and comparing the timescales over which these processes can occur
* modelling the effects of erosion on a simulated landscape and exploring factors that mitigate its effects
* investigating how humans have changed local landscapes and predicting the effect these changes might have on rates of erosion
* considering how First Nations Australians are impacted by the rapid erosion of sand dunes and the resulting effect of saltwater on culturally significant freshwater swamps
 |
| **Science as a human endeavour**Use and influence of science | investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisionsAC9S5H02  | * examining how knowledge of erosion is used by park rangers to design rules such as keeping to the path and not climbing sandstone, and built features such as channel drains on paths, railings and barriers to protect the park environment and First Nations Australians’ heritage sites
 |
| **Science inquiry**Planning and conducting | plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/PlaceAC9S5I02  | * using a map or aerial photographs to predict local sites likely to be affected by erosion, and collaboratively planning a field excursion to collect observations
* consulting with First Nations Australians to identify local areas that require permission before accessing
* consulting with First Nations Australians to guide the planning of scientific investigations, considering potential risks for field investigations
 |
| **Science inquiry**Processing modelling and analysing | construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationshipsAC9S5I04  | * using maps to identify patterns in erosion site locations or aerial photographs to show effects of erosion over time
 |
| **Science** **Year 6** | **Science understanding**Biological sciences | investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditionsAC9S6U01  | * identifying the physical conditions in an aquatic or terrestrial habitat and how they change over time
* investigating how changes to physical conditions such as salinity, soil type, sunlight or temperature affect plant growth
* examining how changes in physical conditions such as temperature, light availability and rainfall affect animals, such as corals, honey bees or flying foxes, and predict impacts of these changes
* investigating changes in physical conditions that are the result of human activity and exploring the impact of these on living things, such as the impact of urban lighting on nocturnal and migratory animals
* recognising that environmental conditions can affect stages of life, such as ponds drying up, seeds requiring water to germinate, or temperatures being too hot or cold for eggs to hatch
* investigating First Nations Australians’ knowledges and understandings of the physical conditions necessary for the survival of certain plants and animals
 |
| **Science understanding**Earth and space sciences | describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night lengthAC9S6U02  | * researching First Nations Australians’ understandings of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, rock paintings, paintings and stone arrangements
 |
| **Science as a human endeavour**Nature and development of science | examine why advances in science are often the result of collaboration or build on the work of othersAC9S6H01  | * investigating how contemporary restorative ecology adapts and builds on the traditional ecological knowledges of First Nations Australians
 |
| **Technologies – Design and Technologies** | **Knowledge and understanding**Food and fibre production: Food specialisations | explain how and why food and fibre are produced in managed environments AC9TDE6K03 | * exploring how before colonisation, First Nations Australians lived in discrete communities that cared for, protected and sustainably harvested food and fibre resources, some of which are now cultivated to meet domestic and international demand, for example bunya nuts, macadamia and finger limes
* investigating and experimenting with different tools, equipment and methods of preparing soil and the effect on soil quality and sustainability including conserving and recycling nutrients, for example building a food composting system, including mulch when designing a sustainable school vegetable garden or cropping area
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| Years 5 and 6 |
| Key aspect 4: Health and wellbeing |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | explain how identities can be influenced by people and places, and how we can create positive self-identitiesAC9HP6P01 | * explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches
* investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland
* examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities
* exploring how connection to people and places can influence personal and cultural identities over time
* exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community
* exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities
 |
| **Personal, social and community health**Interacting with others | describe and implement strategies to value diversity in their communitiesAC9HP6P05  | * exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities
* discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism
* discussing how adaptations and modifications to physical activities can enable inclusivity for students with a range of abilities
* exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing
* examining how beliefs, values and cultural practices convey meaning and influence peoples’ sense of identity and belonging, including Australians of Asian heritage
 |
| **Personal, social and community health**Making healthy and safe choices | investigate different sources and types of health information and how these apply to their own and others’ health choices AC9HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health
* analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family
* identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people
* examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable
 |
| **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis
* investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
* exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities
* proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour
* examining sustainable food practices to measure the quality of food available in the school canteen or local area
* describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing
 |
| **Movement and Physical activity**Making active choices  | participate in physical activities to investigate the body’s reaction to different levels of intensityAC9HP6M04  | * performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity
* designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity
* participating in and designing physical activity opportunities that support their health and fitness goals
 |
| **Movement and Physical activity**Making active choices  | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participationAC9HP6M05  | * analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and wellbeing
* learning traditional dances from local First Nations Australian community members and recognising the role dance plays in the lives of these communities
* researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity
* discussing how a connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails
 |
| **Movement and Physical activity**Making active choices  | propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives AC9HP6M06  | * creating and participating in an activity circuit they could replicate at home that is designed to improve health-related fitness
* examining the benefits of physical activity for social health and mental wellbeing, and researching options for participating in physical activities in the local area
* investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of physical activity among students and staff
 |
| **Humanities and Social Sciences (HASS)****Year 3** | **Knowledge and understanding**Geography | the ways First Nations Australians in different parts of Australia are interconnected with Country/PlaceAC9HS3K04 | * explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place
* discussing how some people are connected to one Country; for example, because it is Mother’s Country or Father’s Country
* exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area
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| **Humanities and Social Sciences (HASS)****Year 4** | **Knowledge and understanding**Civics and citizenship | the roles of local government and how members of the community use and contribute to local servicesAC9HS4K08 | * exploring what local government does, including the services it provides, such as environment and waste management, libraries, health services, parks, cultural events, pools and sport facilities, arts and pet management
* describing how local government services impact on the lives of students, and discussing how local groups/organisations and children can use their voices and make responsible choices about the services that impact them and their environment
 |