

PHYSICAL LITERACY CONTINUUM K-10

ASPECT		End of Kindergarten Cluster 1	End of Year 2 Cluster 2	End of Year 4 Cluster 3	End of Year 6 Cluster 4	End of Year 8 Cluster 5	End of Year 10 Cluster 6
MOVEMENT COMPETENCIES Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.	MC	Stability skills (A) MC a1.1 Holds stable body position for 5 seconds, e.g. static balance MC a1.2 Demonstrates stable head and trunk position while stationary MC a1.3 Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance	MC a2.1 Balances on a stationary unstable object, e.g. fit ball MC a2.2 Demonstrates stable head and trunk position while moving, e.g. leap MC a2.3 Demonstrates correct head and trunk position and coordination of arms and legs to remain stable MC a2.4 Demonstrates proficiency in stability skills when practised in isolation	MC a3.1 Balances on an object while moving for at least 5 seconds, e.g. balance beam or bicycle MC a3.2 Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context MC a3.3	MC 4.1 Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) MC 4.2 Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) MC 4.3 Applies movement skills to perform sequences in dynamic physical activity contexts	MC 5.1 Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) MC 5.2 Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts MC 5.3 Transfers similar movement skills and sequences appropriately across physical activity contexts	MC 6.1 Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space MC 6.2 Adapts and improves movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts
		Object control skills (B) MC b1.1 Keeps eyes focused to track an object when receiving MC b1.2 Propels an object with force towards a target area MC b1.3 Demonstrates ready position for skills, e.g. standing side on to target area when ready for two hand strike MC b1.4 Demonstrates introductory components of object control skills, e.g. hands move to meet the object when catching	MC b2.1 Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking MC b2.2 Uses correct body position and follow through when propelling and receiving objects, e.g. kicking leg follows through high towards target area MC b2.3 Demonstrates proficiency in object control skills when practised in isolation	MC b3.1 Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended			
		Locomotor skills (C) MC c1.1 Moves rhythmically from one point to another, e.g. skipping MC c1.2 Demonstrates introductory components of locomotor movement skills, e.g. high knee lift when running	MC c2.1 Demonstrates correct coordination of arms and legs to propel the body, e.g. arms drive forward and back in opposition to legs when running MC c2.2 Uses correct landing position, e.g. landing on balls of feet with knees bent to absorb force MC c2.3 Demonstrates proficiency in locomotor movement skills when practised in isolation	MC c3.1 Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context MC c3.2 Manipulates the direction and speed of an object while moving, e.g. bike riding, skiing MC c3.3 Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating			
		Combinations (D) MC d1.1 / 2.2 Students will demonstrate stability, object control and locomotor skills in isolation before connecting these skills in movement sequences.		MC d3.1 Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)			
TACTICAL MOVEMENT Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.	TM	Thinking in action (A) TM a1.1 Participates within the rules of physical activities	TM a2.1 Applies different movement skills and concepts to achieve success within the rules of a physical activity, e.g. uses dodge to avoid others and move into space	TM a3.1 Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move TM a3.2 Implements a tactic based on individual strengths within a physical activity	TM a4.1 Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move TM a4.2 Implements tactics which account for the strengths of self and others within a physical activity	TM a5.1 Applies multiple tactics appropriately to achieve success within a range of physical activities TM a5.2 Transfers tactics across physical activities	TM a6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities TM a6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities
		Knowledge of physical activity contexts (B) TM b1.1 Identifies rules and tactics within a physical activity	TM b2.1 Identifies the underlying reasons for rules within a physical activity TM b2.2 Identifies appropriate tactics within a physical activity to influence achievement or success	TM b3.1 Describes the intent of tactics used in different physical activities TM b3.2 Describes how to modify tactics within the rules to influence achievement or success within a physical activity	TM b4.1 Recognises similarities and differences between tactics used to achieve specific purposes in physical activities TM b4.2 Creates a plan to succeed in physical activity which takes account of individual strengths	TM b5.1 Compares tactics and how they can be used across multiple physical activities TM b5.2 Creates a plan to succeed in physical activity which takes account of the abilities of self and others	TM b6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities TM b6.2 Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities
MOTIVATION AND BEHAVIOURAL SKILLS Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.	MBS	Persistence and independence (A) MBS a1.1 Participates in a range of new and unfamiliar physical activities with encouragement and assistance MBS a1.2 Demonstrates willingness to try new physical activities	MBS a2.1 Identifies factors that support their personal participation in physical activity, e.g. family encouragement, equipment available at home or in school breaks MBS a2.2 Identifies when assistance is required and who can provide assistance to support participation in physical activity MBS a2.3 Demonstrates motivation to try new physical activities MBS a2.4 Persists in a range of physical activities regardless of success MBS a2.5 Works independently on familiar skills and physical activities	MBS a3.1 Identifies controllable and uncontrollable factors that promote participation in physical activity MBS a3.2 Reflects on how their efforts affect skills and achievements in physical activity MBS a3.3 Works independently on new skills and physical activities	MBS a4.1 Compares the opportunities for physical activity in different physical and social environments MBS a4.2 Identifies resources, facilities and technology available to support participation in physical activity MBS a4.3 Persists with challenging physical activities and understands how success through persistence can have positive outcomes MBS a4.4 Takes initiative to work independently in a range of physical activities	MBS a5.1 Identifies ways that physical and social environments can be modified to promote physical activity MBS a5.2 Creates plans to assist in the completion of challenging activities MBS a5.3 Demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities MBS a5.4 Responds appropriately to success and challenges in physical activities MBS a5.5 Assesses their ability to work independently in physical activities	MBS a6.1 Modifies the physical and social environment to increase opportunities for physical activity for self and others MBS a6.2 Applies problem solving skills to plan for increased physical activity in the home, school and community MBS a6.3 Seeks to engage in physical activities that are personally challenging regardless of previous experience or success MBS a6.4 Applies strategies to motivate self and others to continue to participate and improve performance in physical activities MBS a6.5 Critiques their effectiveness to work independently and apply initiative to achieve goals and outcomes in variety of contexts
		Values and attitudes (B) MBS b1.1 Participates in physical activities that they enjoy	MBS b2.1 Recognises that participation in physical activity is important for health and wellbeing	MBS b3.1 Recognises that participation in different types of physical activity can have different effects on health and wellbeing MBS b3.2 Participates in physical activity with confidence	MBS b4.1 Recognises that participation in physical activities can improve performance in various contexts MBS b4.2 Participates in physical activity with confidence and purpose	MBS b5.1 Evaluates the contribution of regular physical activity to wellbeing, health and fitness levels MBS b5.2 Recognises the benefits of participating in a range of physical activities not just ones that they enjoy	MBS b6.1 Advocates for and positively influences the physical activity experiences of others MBS b6.2 Recognises their responsibility as a role model beyond participation in physical activity
		Behavioural skills (C) MBS c1.1 Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy MBS c1.2 Recognises the difference between being physically active and being sedentary MBS c1.3 Recognises that physical activity can take place in a range of different environments MBS c1.4 Identifies and understands the immediate effects of physical activity on the body, e.g. heart racing, breathing quickly, feeling hot	MBS c2.1 Monitors personal progress by recording physical activity and sedentary behaviour when reminded or prompted MBS c2.2 Defines fitness and regular physical activity	MBS c3.1 Monitors personal progress by recording physical activity and sedentary behaviour across a time period with assistance, e.g. using a log, diary, apps, pedometer MBS c3.2 Recognises that the body responds differently when participating in physical activity of different intensities MBS c3.3 Describes the different components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance	MBS c4.1 Generates personal goals based on their understanding of fitness and physical activity MBS c4.2 Describes the effects of physical activity and sedentary behaviour on fitness and/or health and wellbeing MBS c4.3 Identifies how different physical activities can be used to develop different components of fitness MBS c4.4 Assesses personal fitness levels	MBS c5.1 Proposes short-term and long-term goals that will assist them to maintain regular participation in physical activity in the future MBS c5.2 Designs plans for improving or maintaining their personal levels of physical activity and fitness MBS c5.3 Reflects on personal levels of physical activity, sedentary behaviour and fitness	MBS c6.1 Applies self-monitoring strategies to contexts outside of physical activity, e.g. goal setting MBS c6.2 Evaluates and modifies personalised plans for improving or maintaining their own and others' physical activity and fitness levels
PERSONAL AND SOCIAL ATTRIBUTES Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.	PSA	Safety (A) PSA a1.1 Recalls rules related to procedures and safety in physical activities PSA a1.2 Follows instructions about safe practices with prompting, e.g. controls equipment	PSA a2.1 Follows instructions, rules and safety procedures in physical activities PSA a2.2 Uses equipment appropriately and safely in physical activities	PSA a3.1 Modifies actions to ensure safety in physical activity without prompting PSA a3.2 Understands how equipment and the environment can influence safety in physical activity	PSA a4.1 Consciously participates within the rules and etiquette of different physical activities PSA a4.2 Applies or modifies rules to ensure their own and others' safety PSA a4.3 Creates solutions to promote a safe environment	PSA a5.1 Assesses and adjusts the physical environment to ensure safety in physical activity for self and others	PSA a6.1 Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating
		Conflict resolution (B) PSA b1.1 Actively seeks assistance to negotiate unresolved conflict in physical activity	PSA b2.1 Shows awareness of strategies to negotiate conflict situations as they arise in physical activity	PSA b3.1 Applies strategies for negotiating conflict	PSA b4.1 Uses appropriate strategies to negotiate conflict independently for positive outcomes PSA b4.2 Recognises that reflecting on and learning from conflict situations is an important part of the resolution process	PSA b5.1 Resolves personal conflict in a sensitive manner using appropriate strategies PSA b5.2 Reflects on conflict situations to devise plans to reduce conflict in the future	PSA b6.1 Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict PSA b6.2 Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation
		Inclusion (C) PSA c1.1 Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity	PSA c2.1 Demonstrates cooperative behaviour towards others during physical activity	PSA c3.1 Demonstrates respect for self, others, rules and equipment and the environment during physical activity	PSA c4.1 Takes initiative to encourage respect for others in physical activity	PSA c5.1 Selects and role models strategies that promote inclusion in physical activity PSA c5.2 Demonstrates actions that support the rights and feelings of others	PSA c6.1 Encourages and positively influences others to demonstrate respect and inclusive behaviours PSA c6.2 Advocates for the inclusion of others
		Cooperation and communication (D) PSA d1.1 Communicates ideas when working with others during physical activity PSA d1.2 Demonstrates willingness to work with a partner during physical activity	PSA d2.1 Listens to others and communicates appropriately in a variety of physical activities PSA d2.2 Demonstrates willingness and capacity to work with a variety of partners	PSA d3.1 Offers positive suggestions to facilitate physical activity to be inclusive of others PSA d3.2 Cooperates when working in a group PSA d3.3 Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts	PSA d4.1 Actively involves others in physical activity PSA d4.2 Participates and takes responsibility for own actions in a group PSA d4.3 Adopts roles where appropriate in physical activity, e.g. leader	PSA d5.1 Interacts confidently with others in physical activities PSA d5.2 Makes individual compromises based on the strengths of self and others to work effectively as a group PSA d5.3 Supports and encourages the enjoyable involvement of others PSA d5.4 Responds positively to the needs of others	PSA d6.1 Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring