

Roy Royce meets the Australian Curriculum

Content descriptions taken from Australian Curriculum: Health & Physical Education (F-10) developed by the Australian Curriculum Assessment and Reporting Authority (2014)

HEALTH & PHYSICAL EDUCATION - Focus Area: Food & Nutrition

Strands	Sub-Strands	Content Descriptions	Elaborations	Suggested links to Roy Royce: A healthy choice
Personal, social and community health	Being healthy, safe and active	<p>Foundation: Identify personal strengths (ACPPS001).</p> <p>Year 1-2: Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).</p>	<p>Participating in a range of minor games and exploring which ones they enjoy and make them enjoyable (F).</p> <p>Describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful (F).</p> <p>Participating in games and physical activities and describing how others' strengths contribute to successful outcomes (1-2).</p>	<p>Flash card activity: STICKY BUNS Encourages children to reflect on their favourite activities and discuss their own and others contribution toward team performances.</p> <p>Flash card activity: VEGETABLES In-home cooking activity encourages children to develop their food preparation ability and to present their own successes back to the team.</p> <p>Flash card activities: BANANA / GRAIN FOODS Involves children engaging in physical activities as a team.</p>
		<p>Foundation: Name parts of the body and describe how their body is growing and changing (ACPPS002).</p> <p>Year 1-2: Describe physical and social changes that occur as children grow older (ACPPS016).</p>	<p>Recognising how bodies grow and change over time (F).</p> <p>Discussing tasks they are allowed to do by themselves and explain how these have changed since they were younger (1-2).</p>	<p>Flash card activities: ALL Support children to understand the link between food choices and their bodies growing up healthy.</p> <p>Flash card activity: CORN Investigates how children can take responsibility for preparing their own fruits and vegies to eat.</p>
		<p>Year 1-2: Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018).</p>	<p>Exploring how eating healthy foods can influence health and wellbeing (1-2).</p> <p>Exploring benefits of regular physical activity and identifying opportunities when they can be active at school, home and in community (1-2).</p> <p>Describing actions to stay safe in a range of environments, including outdoors (1-2).</p>	<p>Book: "Did Roy Royce make a healthy choice? Food choices" Allows children to reflect on food choices and how this influences health and wellbeing.</p> <p>Flash card activity: WATERMELON Explores the link between eating healthy foods and feelings of wellbeing.</p> <p>Flash card activity: GRAIN FOODS Sees children exploring outdoor spaces where they can get active.</p>

Communicating and interacting for health and wellbeing

Foundation: Practice personal and social skills to interact with and include others **(ACPPS004)**.

Year 1-2: Describe ways to include others to make them feel that they belong **(ACPPS019)**.

Discussing how it feels to be included in an activity **(F)**.

Expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member **(F)**.

Listening and responding to others when participating in physical activities to achieve agreed outcomes **(F)**.

Demonstrating appropriate language when encouraging others **(1-2)**.

Demonstrating how to include others in physical activities when completing movements **(1-2)**.

Flash card activity: **STICKY BUNS**
Encourages children to reflect on being a team member.

Flash card activity: **CAPSICUM**
Allows children to work in smaller teams and develops their ability to become more effective group members.

Flash card activity: **BANANA / STICKY BUNS**
Enables children to complete movement tasks together.

Foundation: Identify and describe emotional responses people may experience in different situations **(ACPPS005)**.

Year 1-2: Identify and practice emotional responses that account for own and others' feelings **(ACPPS020)**.

Learning and using appropriate language to communicate their feelings in different situations **(F)**.

Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language **(1-2)**.

Understanding how a person's reaction to a situation can affect others' feelings **(1-2)**.

Flash card activity: **RADISH**
Enables children to try different fruits and vegetables and describe their feelings about the tasting experience.

Book: **"Did Roy Royce make a healthy choice? Food choices"**
Reading discussion enables children to engage with characters in the story, particularly Buzz who plays the role of Roy Royce's conscience.

Flash card activity: **STICKY BUNS**
Encourages children to reflect on being a healthy team member.

Year 1-2: Examine health messages and how they relate to health decisions and behaviours **(ACPPS021)**.

Identifying advertisements they have encountered that contain health messages **(1-2)**.

Identifying popular health slogans and discuss the behaviours these slogans are encouraging **(1-2)**.

Creating their own positive health message and sharing it with the class **(1-2)**.

Flash card activity: **FRUIT**
Allows children to investigate the "eat a rainbow every day" health message and how it relates to individual behaviours.

Flash card activity: **ORANGE JUICE**
Encourages children to think critically about their drink choices.

Flash card activity: **MILK RULES**
Encourages children to create their own healthy rules for their classroom.

Flash card activity: **ICE CREAM**
Encourages children to identify healthy food alternatives.

Contributing to healthy and active communities

Foundation: Identify actions that promote health, safety and wellbeing (**ACPPS006**).

Year 1-2: Explore actions that help make the classroom a healthy, safe and active place (**ACPPS022**).

Grouping food into categories such as food groups and 'always' and 'sometimes' foods (**F**).

Recognising that being kind, fair and respectful to others can support class health and wellbeing (**F**).

Exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class (**1-2**).

Exploring how fruit and water breaks help support class health and wellbeing (**1-2**).

Explaining and demonstrating how being fair and respectful contributes to class health and wellbeing (**1-2**).

Flash card activity: **ALL**
Enables children to group foods accordingly.

Flash card activity: **CAPSICUM**
Allows children to test their ability to work together in smaller groups toward a common goal.

Flash card activity: **MILK RULES**
Encourages children to create their own healthy rules for their classroom.

Flash card activities: **WATER / WATERMELON**
Links drinking water and eating nutritious foods to increased feelings of health and wellbeing.

Flash card activity: **STICKY BUNS**
Allows children to reflect on their performance as a healthy team.

Foundation: Participate in play that promotes engagement with outdoor settings and the natural environment (**ACPPS007**).

Year 1-2: Identify and explore natural and built environments in the local community where physical activities can take place (**ACPPS023**).

Exploring a range of ways to play and be active in outdoor or natural settings (**F**).

Recognising physical activity can take place in a range of different environments (**1-2**).

Participating in physical activities within the built structures in school and local community (**1-2**).

Flash card activity: **GRAIN FOODS**
Sees children exploring outdoor areas to identify active spaces to 'GO'.

Flash card activity: **BANANA**
Allows children to demonstrate active play in the classroom.

Flash card activities: **VEGETABLES / EGGPLANT**
Enables children to participate in practical "growing activities" outside or in the classroom.

Year 1-2: Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (**ACPPS024**).

Sharing the things that make them similar to and different from others in class (**1-2**).

Discussing practices of their own culture used to pass on significant information from one generation to the next (**1-2**).

Flash card activity: **VEGETABLES**
Enables children to share their own cooking experiences at home.

Flash card activity: **CORN**
Sees children sharing how their families prepare foods.

Roy Royce: A healthy choice

has been designed to support the focus area - **Food and Nutrition** primarily linking with the strand: **Personal, Social and Community Health**. With that said, there are some important secondary links with the strand: **Movement and physical activity** as detailed below.

Strands	Sub-Strands	Content Descriptions	Elaborations	Suggested links to Roy Royce: A healthy choice
Movement and physical activity	Moving our body	<p>Foundation: Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACMP008).</p> <p>Year 1-2: Perform fundamental movement skills in different movement situations (ACMP025).</p> <p>Year 1-2: Construct and perform imaginative and original movement sequences in response to stimuli (ACMP026).</p> <p>Foundation: Participating in games with and without equipment (ACMP009).</p> <p>Year 1-2: Create and participate in games (ACMP027).</p>	<p>Creating movement sequences without equipment (F).</p> <p>Responding to rhythm, beat, music and words (F).</p> <p>Performing loco-motor movements using different body parts to travel in different directions (1-2).</p> <p>Demonstrating changes in speed, direction and level of movement in response to changes in music tempo (1-2).</p> <p>Responding to stimuli, such as music, shapes and words - music/alphabet shapes (F).</p> <p>Using stimuli to create games (1-2).</p>	<p>Flash card activity: BANANA Allows children to participate in an active game that sees them creating their own original movement sequences and shapes in response to music and words (no equipment required).</p> <p>Flash card activity: STICKY BUNS Sees children participating in a game of "balloon ball" where children perform fundamental motor skills to tap balloons in the air to music (balloons required).</p>
	Understanding movement	<p>Foundation: Explore how regular physical activity keeps individuals healthy and well (ACMP010).</p> <p>Year 1-2: Discuss the body's reaction to participating in physical activities (ACMP028).</p> <p>Foundation: Identify and describe how their body moves in relation to effort, space, time, objects and people (ACMP011).</p> <p>Year 1-2: Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACMP029).</p>	<p>Describe their feelings after participating in physical activity / and how the body responds (F).</p> <p>Identifying positive feelings they experience when participating physical activities (1-2).</p> <p>Moving at different speeds and in different directions with others in a designated area (F).</p> <p>Describing body positions when performing a range of different movements (F).</p> <p>Demonstrating how they can balance on different parts of the body and make different shapes (1-2).</p>	<p>Flash card activity: GRAIN FOODS Allows children to explore outdoor areas/participate in active games to understand where they children can be active and how being active every day helps our bodies stay healthy.</p> <p>Flash card activity: BANANA Links the concept of healthy hearts to being active: "when our hearts beat faster, our hearts get stronger". Also allows children to describe their body movements to peers.</p>
	Learning through movement	<p>Foundation: Cooperate with others when participating in physical activities (ACMP012).</p> <p>Year 1-2: Use strategies to work in group situations when participating in physical activities (ACMP030).</p> <p>Foundation: Test possible solutions to movement challenges through trial and error (ACMP013).</p> <p>Year 1-2: Propose a range of alternatives and test their effectiveness when solving movement challenges (ACMP031).</p> <p>Foundation: Follow rules when participating in physical activities (ACMP014).</p> <p>Year 1-2: Identify rules and play fairly when participating in physical activities (ACMP032).</p>	<p>Working with a partner or small group to complete a movement task or challenge (F).</p> <p>Working cooperatively with a partner when practising new skills (1-2).</p> <p>Attempting different ways to solve a movement challenge and discussing which ways were successful (F).</p> <p>Reflecting on performance and identifying and demonstrating ways they can perform a skill more successfully (1-2).</p> <p>Following instructions for personal safety and fair play (F).</p> <p>Explaining why rules are needed in games and physical activities (1-2).</p>	<p>Flash card activity: STICKY BUNS Sees children following basic rules to participate in a movement-based team activity which promotes group communication and gives children an opportunity to co-operate together.</p> <p>Flash card activity: BANANA Enables children to create movements individually or in groups. When grouped, children are required to develop communal responses to physical challenges in a safe and respectful manner.</p>