

LAPS

Little Athletics
Program for Schools



Health and Physical Education Movement and Physical Activity



Foundation – Year 2 Curriculum Links

This Foundation – Year 2 LAPS Unit is aligned to the Movement and physical activity strand of the Health and Physical Education learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Foundation year, students are able to perform fundamental movement skills and solve movement challenges. By the end of Year 2, students can demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Moving our body

Movement Skills

- **ACPMPO08** – Practice fundamental movement skills and movement sequences using different body parts.
- **ACPMPO25** – Perform fundamental movement skills in a variety of movement sequences and situations.

Movement Concepts

- **ACPMPO09** - Participate in games with and without equipment.
- **ACPMPO27** - Create and participate in games with and without equipment.

Understanding movement

Health and wellbeing

- **ACPMPO10** - Explore how regular physical activity keeps individuals healthy and well.
- **ACPMPO28** - Discuss the body's reactions to participating in physical activities.

Movement Sequences

- **ACPMPO11** – Identify and describe how their body moves in relation to effort, space, time, objects and people.
- **ACPMPO29 -1/2** Incorporate elements of effort, space, time, objects and people in performing simple movement sequences.

Learning through movement

Personal Skills

- **ACPMPO12** – Cooperate with others when participating in physical activities.
- **ACPMPO30** - Use strategies to work in group situations when participating in physical activities.

Create Problem-solving

- **ACPMPO13** - Test possible solutions to movement challenges through trial and error.

- **ACPMP031** - Propose a range of alternatives and test their effectiveness when solving movement challenges.

Fair Play

- **ACPMP014** - Follow rules when participating in physical activities.
- **ACPMP032** - Identify rules and fair play when participating in physical activities.

Years 3 & 4 Australian Curriculum Links

This year 3 & 4 LAPS unit is aligned to the Movement and physical activity strand of the Health and Physical Education learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Year 4, students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Focus Areas

- Fundamental movement skills
- Active play and minor games
- Games and sports

Curriculum Content Descriptions

Content descriptions are listed below and are included on each activity.

YEARS 3 & 4:

Sub-Strand: Moving our Body

- **ACPMP043** – Practise and refine fundamental movement skills in a variety of movement sequences and situations.
- **ACPMP045** – Practise and apply movement concepts and strategies with and without equipment. Sub-Strand: Learning through movement
- **ACPMP048** – Adopt inclusive practises when participating in physical activities.
- **ACPMP050** – Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities

Years 5 & 6 Australian Curriculum Links

This year 5 & 6 LAPS unit is aligned to the Movement and physical activity strand of the Health and Physical Education learning area. By covering the content on each activity card, students will work towards the following achievement standards and explore the following focus areas.

Achievement Standards

By the end of Year 6, students perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Focus Areas

- Fundamental movement skills
- Games and sports

Curriculum Content Descriptions

Content descriptions are listed below and are included on each activity.

YEARS 5 & 6:

Sub-Strand: Moving our Body

- **ACPMP043** – Practise specialised movement skills and apply them in a variety of movement sequences and situations.
- **ACPMP045** - Practice and apply movement concepts and strategies with and without equipment.
- **ACPMP050** –Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities

Sub-Strand: Learning through movement

- **ACPMP069** - Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

General capabilities

Literacy

- Language of movement and movement sciences.
- Communicate respectfully with others.

Numeracy

- Calculation of scoring.
- Measurement of games area.

Critical and creative thinking

- Games creation and scoring systems.
- Technique refinement.

Personal and social capability

- Develop personal and social skills.
- Awareness and appreciation of own and other's strengths and abilities.

Ethical understanding

- Treating others with respect, integrity and fairness.
- Applying fair play, empathy and equitable participation in relationships.

Intercultural understanding

- Valuing equity and diversity for all.
- Understanding consequences of actions.

Information and communication technology (ICT) capability

- Analyse, measure and enhance movement performances.
- Personalised plans for physical activity through cricket.

LAPS Syllabus for F/K/P-6 Students:

Athletics

The following syllabus will assist LAPS coaches to plan the core content of their coaching sessions. The content reflects the PDHPE K-6 Curriculum standards.

Area	Early Stage 1 (Foundation/Kinda/Prep)	Stage 1 (Years 1 & 2)	Stage 2 (Years 3 & 4)	Stage 3 (Years 5 & 6)
Running	<ul style="list-style-type: none"> Running in a straight line Novelty races Shuttle Relays 	<ul style="list-style-type: none"> Standing start Sprinting Distance Shuttle Relays 	<ul style="list-style-type: none"> Standing start Sprinting Circular relay 	<ul style="list-style-type: none"> Running variations <ul style="list-style-type: none"> - Accelerate/ decelerate - Stop/start Sprinting Crouch Start Circular Relay
Jumping	<ul style="list-style-type: none"> With safe landings From one foot to two feet For distance & height 	<ul style="list-style-type: none"> Long Jump with run-up Scissor jump for height 	<ul style="list-style-type: none"> High Jump (scissors) Long Jump 	<ul style="list-style-type: none"> High Jump Long Jump
Throwing	<ul style="list-style-type: none"> Underarm Chest pass Slinging 	<ul style="list-style-type: none"> Push a shot Sling a hoop or quoit Also: <ul style="list-style-type: none"> - Underarm - Overarm - Chest pass - Bounce pass 	<ul style="list-style-type: none"> Shot Put Roll/sling a discus Also: <ul style="list-style-type: none"> - Overarm - Chest pass - Shoulder pass - 2 hand overarm pass 	<ul style="list-style-type: none"> Shot Put Discus Also: <ul style="list-style-type: none"> - For distance/ accuracy - Underarm - Overarm - Chest pass

LAPS Syllabus for F/K/P-6 Students: Athletics- Related Skills & Activities

Area	Early Stage 1 (Foundation/Kinda/Prep)	Stage 1 (Years 1 & 2)	Stage 2 (Years 3 & 4)	Stage 3 (Years 5 & 6)
Non- Locomotor Skills	<ul style="list-style-type: none"> • Stretching • Bending • Twisting • Swinging body parts • Balancing 	<ul style="list-style-type: none"> • Stretching • Bending • Twisting • Swinging body parts • Balancing 	<ul style="list-style-type: none"> • Stretching • Bending • Twisting • Pivoting • Dodging (body lean) • Swinging body parts • Balancing 	<ul style="list-style-type: none"> • Stretching • Bending • Twisting • Pivoting • Dodging (body lean) • Swinging body parts • Balancing
Other Locomotor Skills	<ul style="list-style-type: none"> • Walking • Hopping • Skipping • Side-sliding 	<ul style="list-style-type: none"> • Walking • Jogging • Leaping • Skipping with ropes 	<ul style="list-style-type: none"> • Dodging • Side-stepping 	<ul style="list-style-type: none"> • Dodging
Games	<ul style="list-style-type: none"> • Spatial awareness <ul style="list-style-type: none"> - Directions, pathways, boundaries, levels • Minor Games <ul style="list-style-type: none"> - Imaginative games - Miming/imitating - Running/chasing games - Circle Games - Cooperation Games - Parachute Games 	<ul style="list-style-type: none"> • Spatial awareness <ul style="list-style-type: none"> - Imaginative games • Minor Games <ul style="list-style-type: none"> - Miming/imitating - Running/chasing games - Circle Games - Cooperation Games - Parachute Games 	<ul style="list-style-type: none"> • Spatial awareness <ul style="list-style-type: none"> - Creating space - Positional awareness • Minor Games <ul style="list-style-type: none"> - Chasing Games - Territorial Games 	<ul style="list-style-type: none"> • Spatial awareness <ul style="list-style-type: none"> - Tactics/ strategies - Team positions • Minor Games <ul style="list-style-type: none"> - Territorial Games - Tag Games - Relays
Playing the Game	<ul style="list-style-type: none"> • Safety • Fair Play • Cooperation • Formations – Lines, circles, pairs, groups • Signals (e.g. whistle) 	<ul style="list-style-type: none"> • Safety • Fair Play • Benefits of play • Cooperation • Effort & Practice 	<ul style="list-style-type: none"> • Safety Considerations • Fair Play • Teamwork • Roles & Responsibilities • Effort & Practice • Competition • Rules/tactics/strategies 	<ul style="list-style-type: none"> • Teamwork • Safety Considerations • Fair Play • Roles & Responsibilities • Effort & Practice • Competition • Rules/tactics/ strategies • Officiating

The following syllabus will assist LAPS coaches to plan warm-up activities and games that form part of their coaching sessions. The content reflects the PDHPE K-6 Curriculum standards.