



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