

**BOONDALL STATE SCHOOL YEAR ONE: YEAR LEVEL PLAN**

<b>HEALTH &amp; PHYSICAL EDUCATION</b> Personal, social & community health Movement and physical activity	<b>Band Description</b>	The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older. The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams. Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings. Focus areas to be addressed in Years 1 and 2 include: <ul style="list-style-type: none"> <li>• safe use of medicines (AD)</li> <li>• food and nutrition (FN)</li> <li>• health benefits of physical activity (HBPA)</li> <li>• mental health and wellbeing (MH)</li> <li>• relationships (RS)</li> <li>• safety (S)</li> <li>• active play and minor games (AP)</li> <li>• fundamental movement skills (FMS)</li> <li>• rhythmic and expressive movement activities (RE).</li> </ul>			
	<b>Unit Description</b>	<b>C2C Unit 1</b>	<b>C2C Unit 2</b>	<b>C2C Unit 3</b>	<b>Water safety and swimming education program</b>
		<b>Swimming Moving on</b>	<b>Athletics Running, Jumping, Throwing</b>	<b>Ball and Team Skills Space Dodge</b>	<b>Water safety and swimming education</b>
		Students explore movement in response to a water environment. They perform sequences of movements incorporating elements of movement. Students will: <ul style="list-style-type: none"> <li>• develop and practise fundamental movement skills.</li> <li>• interact with equipment and explore the elements of movement while performing fundamental movement skills by being safe.</li> <li>• create and develop movement sequences that incorporate elements of movement</li> <li>• perform activities of different intensity</li> </ul> Assessment activities <ul style="list-style-type: none"> <li>• kickboard on front across the pool</li> <li>• width of swimming freestyle/moving across pool</li> <li>• front and star floats</li> </ul>	Students develop fundamental movement skills in athletics and test alternatives to solve movement challenges. Students: <ul style="list-style-type: none"> <li>• develop the movement fundamental skills of athletic events</li> <li>• demonstrated movement skills to test alternatives to solve movement challenges</li> <li>• identify how the body reacts to different physical activities.</li> <li>• test, trial and evaluate possible solutions in movement challenges.</li> </ul>	Students participate in ball skill based games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others. Students: <ul style="list-style-type: none"> <li>• develop the fundamental movement skill of dodging and space creation</li> <li>• develop skills and strategies to tag/evade others in tagging games</li> <li>• test alternatives and solve movement challenges.</li> <li>• develop skills to play fairly and work together during games</li> </ul>	Students: <ul style="list-style-type: none"> <li>• Safely enter and exit shallow water using 2 methods suitable for the water location</li> <li>• Swim 25 metres continuously using a swimming or survival stroke</li> <li>• Maneuver the body from one floating position to another and recover to a secure position</li> <li>• Correctly fit a lifejacket on land and experience wearing it in water</li> <li>• Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid</li> <li>• Submerge the body completely underwater and recover an object</li> <li>• Be rescued by grasping a non-rigid aid and being pulled to safety</li> <li>• Perform a reach rescue using a rigid aid</li> <li>• Describe actions that help keep themselves safe and healthy around the water</li> <li>• Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; how to signal for help; safety signage; how to be rescued</li> </ul>
	Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				

**Media Arts Unit 4 Safe & sound**

<p style="text-align: center;"><b>Assessment</b></p>	<p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in different movement situations</li> <li>demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges eg <ul style="list-style-type: none"> <li>Perform front and star float</li> <li>Kicking using a kickboard on front across the pool</li> <li>Test width of swimming freestyle/moving across pool</li> </ul> </li> </ul>	<p><b>Collection of work</b></p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</li> </ul> <p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in different movement situations</li> <li>demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.</li> </ul>	<p><b>Collection of work</b></p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work.</p> <p>Students view information about safe behaviours and be given scenarios to role-play safe behaviours.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise how strengths and achievements contribute to identities.</li> <li>identify how emotional responses impact on others' feelings</li> </ul> <p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate positive ways to interact with others.</li> </ul>	<p><b>Collection of work</b></p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work.</p> <p>Students view information about safe behaviours and be given scenarios to role-play safe behaviours.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.</li> </ul> <p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in different movement sequences and situations and test alternatives to solve movement challenges.</li> </ul>
<p style="text-align: center;"><b>Assessment Conventions</b></p>	<p><b>Text –</b></p> <p><b>Techniques –</b> Practical, test / examination</p> <p><b>Mode –</b> Demonstration</p> <p><b>Conditions –</b> Spoken responses to questions in class.</p>	<p><b>Text –</b> Information reports</p> <p><b>Techniques –</b> Practical, test / examination</p> <p><b>Mode –</b> Demonstration</p> <p><b>Conditions –</b> Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>	<p><b>Text –</b> Information reports</p> <p><b>Techniques –</b> Practical, test / examination</p> <p><b>Mode –</b> Demonstration</p> <p><b>Conditions –</b> Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>	<p><b>Text –</b> Information reports</p> <p><b>Techniques –</b> Practical, test / examination</p> <p><b>Mode –</b> Demonstration</p> <p><b>Conditions –</b> Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>
<p style="text-align: center;"><b>Aspect of Achievement Standard</b></p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognize how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. <b>They 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.</b></p> <p><b>Assessed</b></p>	<p>By the end of Year 2, students, describe changes that occur as they grow older. They recognize how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. <b>They examine messages related to health decisions and describe how to keep themselves and others healthy,</b> safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. <b>They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.</b> They perform movement sequences that incorporate the elements of movement.</p> <p><b>Assessed</b></p>	<p>By the end of Year 2, students describe changes that occur as they grow older. <b>They recognize how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings.</b> They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p><b>Students demonstrate positive ways to interact with others.</b> They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They 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.</p> <p><b>Assessed</b></p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognize how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. <b>They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.</b> They perform movement sequences that incorporate the elements of movement.</p> <p><b>Assessed</b></p>
<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in Health and Physical Education.</p>				

	Moderation	<b>Consistency of teacher judgments</b> Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards										
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 							
	Key	<b>General capabilities</b> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking				<b>Cross-curriculum priorities</b> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability						
Content descriptions for Years Year One Health and Physical Education  Review for balance and coverage of Content Descriptions and Concepts in each unit	<b>PPS — Personal, social and community health strand</b> <b>PMP — Movement and physical activity strand</b>				Year 1							
					Unit 1		Unit 2		Unit 3		Unit 4	
		PPS	PMP	PPS	PMP	PPS	PMP	PPS	PMP			
	<b>Personal, Social and Community Health — Being healthy, safe and active</b>											
	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	✓				✓						
	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	✓						✓				
	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)							✓				
	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)			✓				✓				
	<b>Personal, Social and Community Health — Communicating and interacting for health and wellbeing</b>											
	Describe ways to include others to make them feel they belong (ACPPS019)					✓						
	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)					✓						
	Examine health messages and how they relate to health decisions and behaviours (ACPPS021)			✓								
	<b>Personal, Social and Community Health — Contributing to healthy and active communities</b>											
	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)			✓								
	Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)			✓								
	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	✓				✓						
	<b>Movement and Physical Activity — Moving our body</b>											
	Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)		✓		✓		✓		✓			
	Create and participate in games with and without equipment (ACPMP027)				✓		✓		✓			
	<b>Movement and Physical Activity — Understanding movement</b>											
Discuss the body's reactions to participating in physical activities (ACPMP028)				✓					✓			
Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)									✓			
<b>Movement and Physical Activity — Learning through movement</b>												
Use strategies to work in group situations when participating in physical activities (ACPMP030)							✓					
Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)		✓		✓		✓						
Identify rules and fair play when participating in physical activities (ACPMP032)		✓				✓						