

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

<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>Movement &amp; Personal, social &amp; community health</b>	<b>Band Description</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Focus areas to be addressed in Years 1 and 2 include:</p> <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>C2C Unit 1</b>	<b>C2C Unit 2</b>	<b>C2C Unit 3</b>	<b>Water safety and swimming education: sequence of competency</b>	
		<b>Swimming Tadpole tales</b>	<b>Athletics and Others Running, Jumping, Throwing</b>	<b>Ball Skills Goal!</b>	<b>Water safety and swimming education</b>	
		<b>Unit Description</b>	<p>In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• follow rules and safe practices required at the pool</li> <li>• develop aquatic skills and the recognised strokes of freestyle and backstroke</li> <li>• refine aquatic and swimming skills sequences through exploring the elements of movement.</li> </ul>	<p>Students demonstrate fundamental movement skills during athletic events.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop athletic events rules and practices</li> <li>• develop movement skills to manoeuvre equipment in different events</li> <li>• apply athletic skills in events</li> <li>• develop personal and social skills required to interact positively and work collaboratively with others</li> <li>• apply and refine athletic skills in events by being responsive to personal challenges and feedback from others</li> </ul>	<p>Students perform the refined fundamental movement skills (kicking and trapping with parts of the foot, dribbling, passing, shooting, heading and rules) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop the fundamental movement skills of kicking and trapping with different parts of the foot, dribbling, passing, shooting, heading and rules</li> <li>• apply and adjust fundamental movement skills to test and trial solutions to movement challenges.</li> <li>• develop and refine dribbling skills and sequences</li> <li>• 5 sided games</li> <li>• investigate the body's reaction to physical activity.</li> </ul>	<p>Students:</p> <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>• Manoeuvre 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>
		<p><b>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.</b></p>				
<b>Assessment</b>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• assess ball float</li> <li>• assess back and jellyfish float</li> <li>• assess continuous bubbles for 3 seconds and opening eyes underwater</li> <li>• assess torpedo kicking across pool</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,</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,</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,</p>		

		<p>assess width of freestyle</p>	<p>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 a variety of movement situations and test alternatives to solve movement challenges</li> </ul>	<p>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>perform movement sequences that incorporate the elements of movement</li> <li>identify how the body reacts to different physical activities.</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>describe changes that occur as they grow older</li> </ul>	<p>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><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>
	Assessment Conventions	<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>
	Aspect of Achievement Standard	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise 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. 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. 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>Assessed</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise 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. 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. 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>Assessed</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise 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. 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. 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>Assessed</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise 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. 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. 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>Assessed</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.					
	Moderation	<p><b>Consistency of teacher judgments</b></p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards</p>			
General capabilities and cross-curriculum priorities		<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 

Key	General capabilities		Cross-curriculum priorities								
	<ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> Information and Communication Technology (ICT) Capability</li> </ul>	<ul style="list-style-type: none"> <li> Personal and Social Capability</li> <li> Ethical Understanding</li> <li> Intercultural Understanding</li> <li> Critical and Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li> Aboriginal and Torres Strait Islander Histories and Cultures</li> <li> Asia and Australia's Engagement with Asia</li> <li> Sustainability</li> </ul>								
Content descriptions for Years Two 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>		<b>Year 2</b>								
			<b>C2C Unit 1</b>		<b>C2C Unit 2</b>		<b>C2C Unit 3</b>		<b>Unit 4</b>		
			<b>PPS</b>	<b>PMP</b>	<b>PPS</b>	<b>PMP</b>	<b>PPS</b>	<b>PMP</b>	<b>PPS</b>	<b>PMP</b>	
	<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)			✓								