

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ENGLISH 8 h/w	CURRICULUM KNOWLEDGE	Recount/Narrative I went Walking (2 weeks) Rosie’s Walk (2 weeks) Dear Zoo (2 weeks) Identify some features of texts including events and characters and retell events from a text Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences	Information Lions (2/3 weeks) Snakes (2/3 weeks) Identify some differences between imaginative and informative texts Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Literary Response Where is the Green Sheep? (2 weeks) Noni the Pony (2 weeks) Respond to texts, identifying favourite stories, authors and illustrators	Recount/Narrative Russell the Sheep (2 weeks) Bear and Chook by the Sea (2 week) Identify some features of texts including events and characters and retell events from a text Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences	Information Sheep (2 weeks) Bears (2 weeks) Identify some differences between imaginative and informative texts Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Literary Response The Gruffalo (2 weeks) Ugly Fish (2 weeks) Respond to texts, identifying favourite stories, authors and illustrators
	KNOWLEDGE APPLICATION	R2L Teaching Cycle: Story 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret texts 2. <u>Sentence making</u> <ul style="list-style-type: none"> Build metalinguistic awareness (sound, word, sentence) Highlight and discuss language patterns 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences 5. <u>Rewriting</u> <ul style="list-style-type: none"> Use language from authors to rewrite sentences with a new setting, event or character 6. <u>Joint Re-reading</u> <ul style="list-style-type: none"> Build print concepts and one-to one correspondence 7. <u>Independent Construction</u> <ul style="list-style-type: none"> Approximated writing and drawing 	R2L Teaching Cycle: Factual 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Discuss classification and description for reports Purposes for reading and writing 2. <u>Sentence making</u> <ul style="list-style-type: none"> Revise metalinguistic awareness (sound, word, sentence) Highlight and discuss language patterns 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences 5. <u>Joint Re-reading</u> <ul style="list-style-type: none"> Build print concepts and one-to one correspondence 6. <u>Joint Construction</u> <ul style="list-style-type: none"> Innovate on declarative sentences about animals 7. <u>Independent Construction</u> <ul style="list-style-type: none"> Reconstruct reports using classification and description sentences 	R2L Teaching Cycle: Story/Factual 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret texts Purposes for re-telling stories 2. <u>Sentence making</u> <ul style="list-style-type: none"> Revise metalinguistic awareness (sound, word, sentence) Highlight and discuss language patterns 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences 5. <u>Joint Re-reading</u> <ul style="list-style-type: none"> Build print concepts and one-to one correspondence 6. <u>Joint Construction</u> <ul style="list-style-type: none"> Oral re-telling of stories in small groups/pairs 7. <u>Independent Construction</u> <ul style="list-style-type: none"> Oral re-tell (small group audience) 	R2L Teaching Cycle: Story 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret texts Discuss structures 2. <u>Sentence making</u> <ul style="list-style-type: none"> Discuss literary language patterns of poems 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling and letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences that develop into a short text 5. <u>Joint Re-writing</u> <ul style="list-style-type: none"> Re-write shortened version of the text 6. <u>Joint Construction</u> <ul style="list-style-type: none"> Write own illustrated version in three parts 	R2L Teaching Cycle: Factual 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Discuss classification and description for reports Purposes for reading and writing 2. <u>Sentence making</u> <ul style="list-style-type: none"> Revise metalinguistic awareness (sound, word, sentence) Highlight and discuss language patterns 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences 5. <u>Joint Re-reading</u> <ul style="list-style-type: none"> Build print concepts and one-to one correspondence 6. <u>Joint Construction</u> <ul style="list-style-type: none"> Innovate on declarative sentences about animals – extend texts 7. <u>Independent Construction</u> <ul style="list-style-type: none"> Reconstruct reports using classification and description sentences 	R2L Teaching Cycle: Story/Factual 1. <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret texts Purposes for re-telling stories Purposes for book reports 2. <u>Sentence making</u> <ul style="list-style-type: none"> Revise metalinguistic awareness (sound, word, sentence) Highlight and discuss language patterns 3. <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation 4. <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful written sentences 5. <u>Joint Re-reading</u> <ul style="list-style-type: none"> Build print concepts and one-to one correspondence 6. <u>Joint Construction</u> <ul style="list-style-type: none"> Written reports about stories in small groups/pairs 7. <u>Independent Construction</u> <ul style="list-style-type: none"> Written report about a favorite book
	ASSESSMENT	PM Speaking and listening: Small group discussion about studied books Writing: Illustration and writing to represent a studied story	Writing: Scaffolded re-write of a studied report (classification and description) Reading and viewing: Reading comprehension (difference between fact and fiction)	(Sem 2 Report) PM Speaking and listening: Simple introduction to the class/group – presenting the spoken re-tell of a familiar/favorite story	PM Writing: Write a re-tell of a studied story in three parts	Writing: Scaffolded re-write of a studied report (classification and description) Reading and viewing: Reading comprehension (difference between fact and fiction)	PM Writing: Scaffolded Book report
	School / Year Level Moderation	School / Year Level Moderation	Cluster Moderation	School / Year Level Moderation	Cluster Moderation	School / Year Level Moderation	

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p>Achievement standard In these units, assessment of student learning aligns to the following components of the Achievement standard.</p> <p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>			<p>Achievement standard In these units, assessment of student learning aligns to the following components of the Achievement standard.</p> <p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>		

		Term 1	Term 2	Term 3	Term 4		
CURRICULUM KNOWLEDGE		<ul style="list-style-type: none"> Patterns and algebra - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern. Number and place value - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities. Using units of measurement - sequence familiar events, compare the duration of events, compare objects based on length, mass and capacity using direct and indirect comparison. Location and transformation - interpret the language of location, follow and give simple instructions, describe position. Data representation and interpretation - answer simple questions, pose simple questions, identify information gathered by asking and answering questions. 	<ul style="list-style-type: none"> Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations. Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes. Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts. Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations. Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. 	<ul style="list-style-type: none"> Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events. Number and place value - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole. Patterns and algebra - identify, copy, continue and describe growing patterns, describe equal quantities. Data representations and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions. 	<ul style="list-style-type: none"> Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process. Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects. Location and transformation - describe position, describe direction. Shape - describe, name and compare shapes. Data representation and interpretation - generate yes/no questions, identify and interpret data collected. 		
	SKILL DEVELOPMENT		<ul style="list-style-type: none"> Counting forwards and backwards to 10 Subitising to 6 Numbers/ numeral names to 10 Collections to 10 Quantities to images Sequencing and ordering to 10 More/ less/ same Patterns Positional language/ location Sorting and classification Duration – time Yes/no questions Size – big, small Similarities/ differences 	<ul style="list-style-type: none"> Length Shapes – 2D and 3D Counting forwards and backwards to 20 Shape – lines/ irregular 2D, 3D Partitioning Location and transformation Verbal and non-verbal directions Repeating patterns Durations of time Phases of the day Money Days of the week 	<ul style="list-style-type: none"> Mass – hefting, comparing Equalising groups Addition situations Patterns – growing patterns Equivalence Part/ whole relations Sharing into equal parts Collecting and representing data – tally marks Connecting days of the week to familiar events Time – o'clock 	<ul style="list-style-type: none"> Counting forwards and backwards to 100 Counting from different starting points Number names/ quantities/ numerals Subitising to 6 Counting on from a collection (10) Comparing quantities Sequencing to 25 Before/ after Equal sharing Capacity Weight Length Size Location – describing location – under, over etc/ changes in location Shape Time Money 	
		ASSESSMENT		<p>Assessment: <i>Bag Sort</i> – Sort and classify a collection of objects (number and algebra / patterns and algebra)</p>	<p>Assessment: <i>On my plate</i> – assessing number and place value. <i>Shape sort</i> – assessment of shape knowledge.</p>	<p>Assessment: <i>A week of events</i> – assessing time and events. <i>Yes No</i> – assessing Data and asking yes / no questions.</p>	<p>Assessment: <i>Crazy Cards</i> – connecting number names, numerals and quantities. <i>Measurement mathematical guided inquiry</i> – to reason mathematically to solve an inquiry questions.</p>
			ACHIEVEMENT STANDARD		<p>Achievement standard By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>	<p>Achievement standard By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.</p>	<p>Achievement standard By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.</p>

Grade Prep STEM (Science and Technologies)

		Term 1	Term 2	Term 3	Term 4
STEM 1.5 h/w	Science SCIENCE	<p>Properties of Materials Why do people describe things differently?</p> <p>Chemical Science- Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>Living things and their external features How are a spider and a fly alike and different?</p> <p>Biological Science- Students use their senses to observe the external features of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the all living things can be grouped based on these features. They analyse different types of environments and living things and how each provides for the needs of living things based on their external features.</p>	<p>Move it, Move it Are wheels the only way to get around?</p> <p>Physical Science- Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p> <p>Excursion- PEEC</p>	<p>Computer Science Computers, Are they Handy helpers?</p> <p>Digital Technologies- Students will recognise digital systems that they interact with at home and school to explore what they do for a purpose. They will make a model of a digital system, using it in a role-play scenario and describing its features, for example a cardboard box with a keyboard and screen with app icons to identify key features of digital systems (hardware and Software). Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into the STEM program.</p>
	Assessment	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <ul style="list-style-type: none"> - recognise that objects can be composed of different materials and describe the observable properties of those materials <p>Questioning and predicting- pose questions and make predictions based on experiences</p> <p>Processing, modelling and analysing- represent observations in provided templates and identify patterns with guidance</p> <p>Communicating - share questions, predictions, observations and ideas with others</p>	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <ul style="list-style-type: none"> - observe external features of plants and animals and describe ways they can be grouped based on these features <p>Use and influence of science- explore the ways people make and use observations and questions to learn about the natural world</p> <p>Planning and conducting- engage in investigations safely and make observations using their senses</p> <p>Communicating- share questions, predictions, observations and ideas with others</p>	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p>Describe how objects move and how factors including their size, shape or material influence their movement</p> <p>Questioning and predicting- pose questions and make predictions based on experiences</p> <p>Evaluating- compare observations with predictions with guidance</p> <p>Communicating- share questions, predictions, observations and ideas with others</p>	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p>Digital systems- recognise and explore digital systems (hardware and software) for a purpose</p> <p>Data representation- represent data as objects, pictures and symbols</p> <p>Privacy and security- identify some data that is personal and owned by them</p>
		<p><i>Assessment of student learning will be gathered from completing a STEM and a Design and Tech portfolio</i></p>	<p><i>Assessment of student learning will be gathered from completing a STEM portfolio.</i></p>	<p><i>Assessment of student learning will be gathered from completing a STEM portfolio.</i></p>	<p><i>Assessment of student learning will be gathered from completing a STEM and a Digital Tech portfolio</i></p>

		Term 1	Term 2	Term 3	Term 4
HUMANITIES AND SOCIAL SCIENCES 30 m/w	KA	UNIT 1: MY FAMILY HISTORY What is my history and how do I know?		UNIT 2: MY SPECIAL PLACES What are places like and what makes them special?	
	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events, present stories about personal and family events in the past that are commemorated. 		<ul style="list-style-type: none"> draw on studies at the personal scale, including places where they live or other places that are familiar to them understand that a 'place' has features and a boundary that can be represented on maps or globes recognise that what makes a 'place' special depends on how people view the place or use the place observe and represent the location and features of places using pictorial maps and models examine sources to identify ways that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. 	
	ACHIEVEMENT STANDARD	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.		By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.	
	ASSESSMENT	Assessment task To explore important events celebrated in their lives, and to identify how people and objects help them to remember. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> identify important events in their own lives, including an event that is commemorated by their family identify how they, their families and friends know about their past recognise how important family events are commemorated sequence familiar events in order respond to questions about their own past relate a story about an important event from their past. 		Assessment task To identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place. 	
THE ARTS 1h/w (plus 30m Music)		Unit 1 – Visual Arts – Elements of Art Introduction to basic elements of art	Unit 2 – Dance/Drama: How to play Improvisations and group performance skills	Unit 3 – Media Arts: Family Portraits. Selection and use of art elements in using Paint application on the computer	Unit 4 –Visual Arts: New stories in collage Telling stories using a range of media and textures
		By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.	By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.
		Formative assessment – Teacher observations, work samples, checklists Summative assessment – Displayed art work	Formative assessment - Teacher observations, work samples, checklists Summative assessment – Performances (group and individual)	Formative assessment - Teacher observations and checklists Summative assessment – Digital art work	Formative assessment - Teacher observations and checklists Summative assessment – Collage
		Music Students communicate about the music they listen to, make and perform and where and why people make music Students improvise, compose, arrange and perform music They demonstrate aural skills by staying in tune and keeping in tune when they sing and play		Music Students communicate about the music they listen to, make and perform and where and why people make music Students improvise, compose, arrange and perform music They demonstrate aural skills by staying in tune and keeping in tune when they sing and play	
	Formative only	Formative only	Formative only	Assessment: Students demonstrate aural skills by staying in tune and keeping in tune when they sing and play	

		Term 1	Term 2	Term 3	Term 4
HEALTH & PHYSICAL EDUCATION 2h/w	Physical Education	<p>Swimming Unit 1/Play To Learn Games</p> <p>Cross Country Carnival Preparation</p>	<p>Athletics:</p> <p>Athletic Development & Technique</p> <p>Athletics Carnival Preparations</p>	<p>Gross Motor Program:</p>	<p>Swimming Unit 2</p> <p>“Junior Life Saving” (Modified)</p> <p>Swimming Carnival Preparation</p>
		<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as <i>Freestyle, Backstroke, Survival Stroke</i>. They will be able to 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.</p> <p>They perform specialised movement skills and sequences in relation to various play style games such as <i>throwing, catching, dodging, hitting, kicking, running, hopping, galloping & skipping</i>. They will be able to 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.</p>	<p>They perform specialised movement skills and sequences in relation to athletics such as <i>sprinting, long jump (modified), high jump (modified), throwing (modified)</i>. They will be able to 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.</p>	<p>They perform specialised movement skills and sequences in relation to <i>gross motor activities</i> such as <i>throwing, catching, dodging, hitting, tracking and targeting, kicking, running, hopping, galloping & skipping</i> 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.</p>	<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as <i>Freestyle, Backstroke & Survival stroke</i>. They will be able to 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.</p> <p>They perform specialised movement skills and sequences in relation to water safety and water rescue such as <i>throw & reach rescue, submersion retrieval, floatation and treading water</i>. They will be able to 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.</p>
		<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p> <p>Practical: Scenario- Basic Survival demonstration</p> <p>Written: Water Safety Equipment – “Illustration of use”</p>
HEALTH	<p>U1 - I can do it!</p> <ul style="list-style-type: none"> Explore information about what makes them unique and their strengths and achievements. Identify different settings where they can play safely and identify and describe the different emotions people experience. Understand that they are an individual with unique qualities. identify different settings where they can be active. Describe actions that help keep them safe. Recognise and name emotions people may experience in different situations. 	<p>U2 – I am growing and changing</p> <ul style="list-style-type: none"> Explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity. Explore how bodies grow and change by identifying the body parts and individual characteristics. Identify and explore how we look after our bodies. Investigate the importance of activity to look after our body. Identify who helps me keep healthy and active. 	<p>U3 – Looking out for others</p> <ul style="list-style-type: none"> Identify and describe different emotions people experience. Explore different ways of communicating emotions including facial, physical and verbal expressions. Understand how emotional responses may differ between people and in different situations. Understand the personal and social skills that can be used to interact with others. Practise working cooperatively and including others in group situations. 	<p>U4 - I am safe</p> <ul style="list-style-type: none"> Identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. Understand what children should do to keep themselves safe in different situations. Understand the dangers of different places and things in a household. Understand how following rules can keep children safe at home Understand the hazards associated with different water areas and how to stay safe in and around water. 	
	<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>	