**Year Two 2025 Curriculum & Assessment Plan ENGLISH**

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|  | **Achivement Standard** | By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | | | | |
|  |  | **Semester 1** | | | **Semester 2** | | |
| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Stories – Times, Places and Feelings**  Texts: Texts: *Sumi’s first day at school ever, Miss Lily’s Fabulous Pink Feather Boa, KooKoo Kookaburra*  Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools | **Information and Persuasive focus: Class Mascot**  Texts: *Animal reports – chosen animals*  *Model argument – Emus vs Echidnas*  Identify the purpose and audience of imaginative, informative and persuasive texts  Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words | **Genre focus: Procedures and instructions**  Texts: various recipes  Create and edit short imaginative, informative and persuasive written and/ or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words  Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace | **Imaginative focus: Character reactions and feelings**  Texts: *Old Tom series*  Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  Identify features of literary texts, such as characters and settings, and give reasons for personal preferences  Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools | Information and Persuasive focus: Comparison and Reasoning  Texts:  *Ellie’s Dragon, The Paper Bag Princess, 2 exemplar texts (persuasive letters to Mrs Caskie)*  Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators  Identify the purpose and audience of imaginative, informative and persuasive texts  Understand that images add to or multiply the meanings of a text  Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words | **Genre focus: Poetry and Group Performance**  Texts: various selected poems  Identify features of literary texts, such as characters and settings, and give reasons for personal preferences  Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs  Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret stories and retells * Prepare and read whole text * Discuss themes  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write story stages (inc phases)  1. Joint Construction  * Use well written models of text * Reconstruct stages and phases of retell | **R2L Teaching Cycle: Factual/Text response**   1. Preparing and Reading  * Read and interpret literary and visual texts * Paragraph-by-paragraph reading * Make notes  1. Detailed Reading  * Recognise descriptive and evaluative language patterns from the model responses  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use language patterns to write a new texts  1. Joint Construction  * Reconstruct models of report and text response * Write well organised reports and arguments | **R2L Teaching Cycle: Factual/ Description**   1. Preparing and Reading  * Learn field knowledge – recipes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Innovate on noun groups * Write new sentences  1. Joint Construction  * Create an original recipe * Present orally with props | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole texts * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a a new event/ setting/ character  1. Joint Construction  * Reconstruct stages and phases of stories Use well written models of stories | **R2L Teaching Cycle: Factural/Text Response**   1. Preparing and Reading  * Prepare and read whole text * Read and interpret themes and aesthetics in literary and visual texts * Discuss and make notes  1. Detailed Reading  * Recognise descriptive and evaluative language patterns using key paragraphs and images from the model response * Highlight key content from the text and images  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns to write a new text, fousing on themes and aesthetics  1. Joint Construction  * Describe images and argue for best fit | **R2L Teaching Cycle: Factual (description)**   1. Preparing and Reading  * Explore structures, moods and themes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to highlight poetic effect * Practise spelling and writing  1. Rewriting  * Make notes – annotate script for performance  1. Joint Construction   Reconstruct stages and phases in group performance |
| **ASSESSMENT** | **Summative assessment:**   * Written - Innovation on the story pattern | **Summative assessment:**   * Written - scientific report with labelled diagram * Reading comprehension – text type * Written – exposition focused on evaluative words * Spoken task | **Summative assessment:**   * Multimodal text – original recipe | **Summative assessment:**   * Written - imaginative narrative based on a familiar character | **Summative assessment:**   * Reading comprehension * Written - report on the plot, appearance and feelings of a character * Written – persuasive letter (advice with reasons) | **Formative assessment:**   * Spoken - poetry presentation |

**MATHEMATICS**

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|  | **Achivement Standard** | By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.  They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.  They use a range of methods to collect, record, represent and interpret categorical data in response to questions. | | | | | | | |
| Semester One | | | | | | Semester Two | | | |
| **MATHEMATICS 5h/w** | **CURRICULUM KNOWLEDGE** | **Number, space, statistics**  Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems * locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways * build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models. | | **Number, Algebra, Measurement**  Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language * use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems * use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays * use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions * compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling * use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour. | | **Number, Space, Measurement**  Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time * build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) * compare and classify shapes, describing features using formal spatial terms * use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass * use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays * use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions * recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language. | | **Numbera, Algebra**  Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * continue to build fluency for understanding using addition, subtraction and multiplication facts * extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning * recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern * compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations * develop a sense of equivalence, chance and variability when they engage in play-based and practical activities. | |
| **SKILL DEVELOPMENT** | * Days of the week * Counting 2s, 5s, 10s * Months of the year * Number facts * Operations * Number patterns |  | * 2D and 3D shapes * Measurement * Two-digit numbers * Counting in 3s * Money * Number facts * Operations * Time Number facts * Operations * Seasons |  | * Counting in 5s * Fractions – wholes/ halves * Counting in 1s, 2s, 10s * Measurement * Money * Seasons * Number facts * Operations * 2D shapes * Chance |  | * NAPLAN preparation * Chance * Addition facts * Measurement * Data * Shape -3D shapes * Number facts * Operations * Fractions ½, ¼, 1/8 |  |
| **ASSESSMENT** | Assessment task 1.1 – Measurement and Space  Assessment task 1.2 — Statistics and Probability | | Assessment task 2.1 – Numbera nd Algebra  Assessment task 2.2 – Measurement and Space | | Assessment task 3.1 – Numbera and Algebra  Assessment task 3.2 – Measurement and Space | | Assessment task 4.1 – Number and Algebra | |

**Junior Years – STEM- Rotation A**

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|  | **Year Level Description** | In Rotation A of the STEM program students identify the basic needs of plants and animals, including air, water, food and shelter, and describe how the places they live meet those needs. They will then explore how plants and animals are grown for food, clothing and shelter, to understand how food is selected and prepared for healthy eating as they design farm solutions to enable successful food and fibre production. They will build on their experiences about sound to explore ways to change a sound produced by instruments, manipulating materials to observe how sounds are produced and how changes can be made to sound effects. They continue to build their understanding of digital systems as they interact with various digital systems to explore what they do for a purpose and how digital systems represent and process data in different ways.  Students pose questions and make predictions based on their observations and are introduced to ways of organising their observations to identify patterns. They appreciate that STEM involves observing, asking questions about and describing changes in objects and events. | | | |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Life and Living- Do plants, birds or frogs ‘have needs’ the way humans do?** | **Design and Technologies - Grow, grow, grow**  **Food and fibre production and Food specialisations** | **How do we make and sense sound?** | **Digital Technologies**  **Computers, Are they Handy helpers?** |
| Students observe how living things, including plants and animals have needs to survive depending on the place they live. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.  **Excursion – Lone Pine – Hatchers and growers** | Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.  Students apply design skills to a given task. | Students explore sources of sound to make music. They manipulate materials to observe how sounds are produced, and how changes can be made to sound effects. They examine how sound is useful in everyday life. | Students learn and apply Digital Technologies knowledge and skills through guided activities and tasks. |
| **Assessment** | Tasks and activities for this unit will cover th following assessment criteria  **Biological Science**- identify how living things meet their needs in the places they live., to describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry**- pose questions to explore observations and patterns to make predictions based on experiences. Thy wll use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data. They will compare their observations with those of others, while using everyday and scientific vocabulary to communicate observations, findings and ideas. | Tasks and activities for this unit will cover the following assessment criteria  **Design and Technologies** - describe the purpose of familiar products, services and environments.  **Processes and Production Skills** - describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. | Investigation Project booklet to explore sources of sound to make music:   * Investigate sounds * Grouping sounds * Investigating Indigenous instruments * Design and create a musical instrument   **Physical Science -** describe how different pushes and pulls change the motion and shape of objects, demonstrating how different sounds can be produced and describe the effect of sound energy on objects. They describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry -** suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | Tasks and activities for this unit will cover the following assessment criteria  **Digital Technologies- Data Representation -** represent and process data in different ways.  **Processes and production Skills** - follow and describe basic algorithms involving a sequence of steps and branching. |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** |

**Grade 1 and 2 STEM - Rotation B**

**HASS and Arts**

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|  | **Achievement Standar** | | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time | |
|  | |  | **Semester 1** | **Semester 2** |
| **HUMANITIES AND SOCIAL SCIENCES 45 m/w** | **KA** | | **Unit 1: My world is different from the past (A Year)**  Inquiry questions: How has technology changed overtime? How are certain sites significant for our local community and why should they be preserved? | **Unit 2: The weather affects how you live (A Year Program)**  Inquiry questions: What impact does weather have on the way we live in Brisbane? |
| **CURRICULUM KNOWLEDGE** | | In this unit, students:   * identify and describe important dates and changes in familiar contexts * compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences * respond to questions about the recent past * sequence and describe events of personal significance using terms to describe the passing of time * examine sources, such as images, objects and family stories, that have personal significance * share stories about the past. | In this unit, students:   * draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops * recognise that the features of places can be natural, managed or constructed * identify and describe the natural, constructed and managed features of places * examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places * represent local places using pictorial maps and describe local places using the language of direction and location * respond to questions to find out about the features of places, the activities that occur in places and the care of places * collect and record geographical data and information, such as observations and interviews to investigate a local place * reflect on learning to respond to questions about how features of places can be cared for. |
| **ASSESSMENT** | | Assessment task:  Stimulus activity about reading time and sources  *Research project finding and using sources to work out the significance of the Kenmore State School buildings and why it should be preserved.* | Assessment task:  Stimulus activies to describe features of places and weather  *Research project discovering the impact of weather on how we use this place and what we do to care for it* |

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| **THE ARTS 1h/w** | **Achievemnt Standard** | By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.  Students use the elements and processes of arts subjects to make and share artworks that represent ideas. | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Achievemnt Standard** | **Achievement Standards: Year 1 and 2**  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. | **Achievement Standards: Year 1 and 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.  Students structure movements into dance/drama sequences and use the the elements of dance and choreograghic devices to represent a story or mood. The students collaborate to make dances/dramas and perform with control, accuracy, projection and focus. | **Achievement Standards: Years 1 and 2**  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 and technologies. | **Achievement Standards: Year 1 and 2**  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. |
| **Curriculum knowledge** | Unit 1 - Visual Arts: Elements of Art  Exploring elements of art through inquiry | Unit 2 – Dance/Drama  Improvisation and performance skills | Unit 3 – Media Arts: Publishing  Exploring use of media to create a family portrait | Unit 4 – Visual Art: Still life (observational drawing) using tone and shading techniques  Developing an artwork using chosen elements and media |
|  | Formative assessment – Teacher observations, work samples, checklists, worksheets  Summative assessment – Displayed art work | Formative assessment – Teacher observations, checklists  Summative assessment – Group performance | Formative assessment – Teacher observations, work samples, checklists  Summative assessment – Displayed art work (digital format) | Formative assessment – Teacher observations, work samples, checklists  Summative assessment – Displayed art work |

**HEALTH AND PHYSICAL EDUCATION**

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|  | **Achievment Standard** | 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. | | | | | |
|  |  | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** |
| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **CURRICULUM KNOWLEDGE** | **Swimming (Water Safe) & Learn Through Play**  In Year 1 & 2, students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects, swimming stroke and kicking, safety floatation, propulsion through the water & manipulation of the body in and through water.***   * Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | | **Athletics & Gross Motor Development:**  In 1 & 2 Year, students practise and develop locomotor and non-locomotor skills ***(specicially related to athletics***), including running (***sprint & long distance***) and jumping (***long & high jump***), and object control skills, including propelling, throwing range of different objects ***(intro to shot put).***   * Through participation in ***active play, small group games*** and ***minor games*,** students explore ways to move safely and investigate why and how following rules promotes fair play. | **Gross Motor Program:**  In Year 1 & 2 students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running, skipping, hopping and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.***  Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | **Swimming (Stroke Development) & Carnival Preparation:**  **Foundation Life Saving (Modified):**  **Ball Games Unit:**  In Year 1 & 2, students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects, swimming stroke and kicking, safety floatation, propulsion through the water & manipulation of the body in and through water.***  Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | |
| **ASSESSMENT** | **Formative and Summative Assessment:** Observations/checklists  Observation Checklists (Swimming – Water Safe & Jnr Lifesaving Checklist/Stroke Criteria Sheet)  Working with others/Rules - Checklist | | **Formative and Summative Assessment:** **:** Observations/checklists  Atheltics - Criteria Sheet  Working with others/Rules - Checklist | **Formative and Summative Assessment:** **:** Observations/checklists  Gross Motor Skills Checklist  Working with others/Rules - Checklist | **Formative and Summative Assessment:** **:** Observations/checklists  Gross Motor Skills Checklist  Working with others/Rules - Checklist | |
|  | **U1 - My Classroom is healthy safe and fun**   * investigate the concept of what health is and the foods and activities that make them healthy * explore opportunities in the classroom environment where healthy and safe practices can be implemented * identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. | | | U2 – Our culture   * explore what shapes their own, their family and classroom's identity * examine strengths and achievements in individual and groups * examine ways to include others to make them feel they belong * explore the importance of celebrating who they are and respecting each other's differences. | | |
|  | **Assessment:** Observations/checklists | | | **Assessment:** Observations/checklist | | |