ENGLISH 7h/w

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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. Preparing and reading: • Engage in and interpret texts 2. Sentence making • Build metalinguistic awareness (sound, word, sentence) • Highlight and discuss language patterns 3. Spelling and handwriting • Practise spelling • Letter formation 4. Sentence writing • Create meaningful written sentences 5. Rewriting • Use language from authors to rewrite sentences with a new setting, event or character 6. Joint Re-reading • Build print concepts and one-to one correspondence 7. Independent Construction • Approximated writing and drawing	**R2L Teaching Cycle: Factual** 1. Preparing and reading: • Discuss classification and description for reports • Purposes for reading and writing 2. Sentence making • Revise metalinguistic awareness (sound, word, sentence) • Highlight and discuss language patterns 3. Spelling and handwriting • Practise spelling • Letter formation 4. Sentence writing • Create meaningful written sentences 5. Joint Re-reading • Build print concepts and one-to one correspondence 6. Joint Construction • Innovate on declarative sentences about animals 7. Independent Construction • Reconstruct reports using classification and description sentences	**R2L Teaching Cycle: Story/Factual** 1. Preparing and reading: • Engage in and interpret texts • Purposes for re-teling stories 2. Sentence making • Revise metalinguistic awareness (sound, word, sentence) • Highlight and discuss language patterns 3. Spelling and handwriting • Practise spelling • Letter formation 4. Sentence writing • Create meaningful written sentences 5. Joint Re-reading • Build print concepts and one-to one correspondence 6. Joint Construction • Oral re-telling of stories in small groups/pairs 7. Independent Construction • Oral re-tell (small group audience)	**R2L Teaching Cycle: Story** 1. Preparing and reading: • Engage in and interpret texts • Discuss structures 2. Sentence making • Discuss literary language patterns of poems 3. Spelling and handwriting • Practise spelling and letter formation 4. Sentence writing • Create meaningful written sentences that develop into a short text 5. Joint Re-writing • Re-write shortened version of the text 6. Joint Construction • Write own illustrated version in three parts	**R2L Teaching Cycle: Factual** 1. Preparing and reading: • Discuss classification and description for reports • Purposes for reading and writing 2. Sentence making • Revise metalinguistic awareness (sound, word, sentence) • Highlight and discuss language patterns 3. Spelling and handwriting • Practise spelling • Letter formation 4. Sentence writing • Create meaningful written sentences 5. Joint Re-reading • Build print concepts and one-to one correspondence 6. Joint Construction • Innovate on declarative sentences about animals – extend texts 7. Independent Construction • Reconstruct reports using classification and description sentences	**R2L Teaching Cycle: Story/Factual** 1. Preparing and reading: • Engage in and interpret texts • Purposes for re-teling stories • Purposes for book reports 2. Sentence making • Revise metalinguistic awareness (sound, word, sentence) • Highlight and discuss language patterns 3. Spelling and handwriting • Practise spelling • Letter formation 4. Sentence writing • Create meaningful written sentences 5. Joint Re-reading • Build print concepts and one-to one correspondence 6. Joint Construction • Written reports about stories in small groups/pairs 7. Independent Construction • 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

Achievement standard

In these units, assessment of student learning aligns to the following components of the Achievement standard.

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.

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.

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.

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.

ACHIEVEMENT STANDARD

		Term 1	**Term 2**	**Term 3**	**Term 4**
MATHEMATICS 5h/w	**KA**	**FINDING OUR WAY AROUND** Location and transformation - finding our way around	**CHEFS IN PREP** Cooking - measurement, shape, number	**OPEN FOR BUSINESS** Prep shop (money, counting, value)	**GUIDED INQUIRY** Plan a celebration for the end of year.
	CURRICULUM KNOWLEDGE	• 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.	• 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.	• 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.	• 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	• 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	• Length • Shapes – 2D and 3D • Countint forwards and backwards to 20 • Shape – lines/ irregular 2D, 3D • Partitioning • Location and transformation • Verbal and non-verbal directions • Repeating patterns • Duractions of time • Phases of the day • Money • Days of the week	• 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	• 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	Assessment: *Bag Sort* – Sort and classify a collection of objects (number and algebra / patterns and algebra)	Assessment: *On my plate* – assessing number and place value. *Shape sort* – assessment of shape knowledge.	Assessment: *A week of events* – assessing time and events. *Yes No* – assessing Data and asking yes / no questions.	Assessment: *Crazy Cards* – connecting number names, numerals and quantities. *Measurement mathematical guided inquiry* – to reason mathematically to solve an inquiry questions.
	ACHIEVEMENT STANDARD	**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.	**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.	**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.	**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.

Grade Prep STEM

		Term 1	Term 2	Term 3	Term 4
STEM 1.5 h/w	**Science**	**Properties of Materials**	**Move it, Move it**	**Living things and their needs**	**Weather Watch**
		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.	**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.	**Biological Science**- Students use their senses to observe the needs 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 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 – PEEC – Ramble 'n' Play	**Earth and Space Science**- Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.
	Assessment	Taska and activities for this unit will cover the following assessment criteria - description of the properties and behaviour of familiar objects - asking of and responding to questions about familiar objects and events - reflection on and sharing of observations	Taska and activities for this unit will cover the following assessment criteria - description of the properties and behaviour of familiar objects - asking of and responding to questions about familiar objects and events - reflection on and sharing of observations	Taska and activities for this unit will cover the following assessment criteria - suggestions of how the environment affects people and other living things - asking of and responding to questions about familiar objects and events - reflection on and sharing of observations	Taska and activities for this unit will cover the following assessment criteria - suggestions of how the environment affects people and other living things - asking of and responding to questions about familiar objects and events - reflection on and sharing of observations
		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.***

		Semester 1	Semester 2	Term 4
STEM 1.5 h/w		**Digital Technologies- Computers - Handy helpers** Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.	**Design and Technologies - Grow, grow, grow** **Food and fibre production and Food specialisations** 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 processes and production skills. (Science Prep Unit – Our living world)	
	Assessment	Taska and activities for this unit will cover the following assessment criteria - Recognise and explore digital systems for a purpose - Explore how people safely use common information systems to meet information, communication and recreation needs - Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments	Tasks and activities for this unit will cover the following assessment criteria - Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating - Generate, develop and record design ideas through describing, drawing and modelling - Use materials, components, tools, equipment and techniques to safely make designed solutions - Sequence steps for making designed solutions and working collaboratively	
		Assessment of student learning will be gathered from completing a Digital Technologies portfolio.	***Assessment of student learning will be gathered from completing a Design and Technologies portfolio.***	

HASS

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Term 1	Term 2	Term 3	Term 4

HUMANITIES AND SOCIAL SCIENCES 1h/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

• 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	• 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 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: • 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: • 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

Unit 1 – Visual Arts – New Stories (C2C v8 U1)	Unit 2 - Visual Arts - Multicultural Art Work	Unit 4 - Drama - My Place (C2C v8 U2)	Unit 4 –Media Arts – Family Stories (C2C v8 U1)
• Create a collage of a special place using artworks from other places, objects and landscapes. • Explore the visual language of storytelling through artworks by a range of different artists. • Experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues. • Describe and interpret narrative elements in artworks.	• Make and respond to art displays by exploring photographs and pictures from cultural stories. • Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends. • Respond to own and others' art work and consider where and why people make art displays.	In this unit, students make and respond to drama by exploring the school/local community/ imagined places as stimulus for process drama and dramatic play. Students will: • explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal Peoples and Torres Strait Islander Peoples • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about place/space to an audience.	• Explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • Experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • Present stories in digital form to communicate ideas • Describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language.
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 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.
Formative assessment – Teacher observations, work samples, checklists **Summative assessment – Displayed art work**	**Formative assessment - Teacher observations, work samples, checklists Summative assessment – Displayed art work**	**Formative assessment - Teacher observations and checklists Summative assessment – Performances (group and ind)**	**Formative assessment - Teacher observations and checklists Summative assessment – Digital portrait**

Music (Music in our new world)	Music	Music (Let's sing and play together)	Music
• Learn to join in singing, participate in partner activities and move to the beat. Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts. • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community. • create compositions and perform music to communicate ideas to an audience. • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.	• Join in singing and move to the beat. • Listen to and explore sound, learning about how music can represent the world. • Make music to represent their ideas about the world.	• Join in singing and move to the beat, rhythm and melody. • Explore rhymes and songs as stimulus for music making and responding. • Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes. • Sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community. • Create compositions and perform music to communicate ideas to an audience. • Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.	• Create, practise, present, repond and reflect using musical elements learned throughout the year. • Recognize and distinguish the beat, rhythm, melody and words, as part of a song. • Match movements to music and follow the sequence of dances.
Assessment: Teacher observations and checklists	**Assessment:** Teacher observations and checklists	**Assessment:** Teacher observation and checklists	**Assessment:** Teacher Observations and checklists

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		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	**PHYSICAL EDUCATION**	**U1 – Readiness for swimming** Students develop fundamental water safety skills of entering the pool, kicking with and without the use of aids, ducking under the water and floating. Students: • explore safe ways to enter the water from the side. • develop good technique for kicking holding onto a bar, using kickboard, mini-board or noodle. • develop the skill of floating with face in the water assisted then unassisted. • develop the skill of ducking under water to retrieve objects.	**U2 - Let's get moving (C2C U1)** Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students: • explore movement and examine the rules and procedures required for successful participation in physical activity. • develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games. • examine how to solve a movement challenge by testing and trialling possible solutions. • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. • participate in partner, small group and whole class games • use personal and social skills to include others in games • examine the principles of being a good team member • investigate and describe their feelings after physical activity.	**U3 – Who wants to play? (C2C U2&3)** Students develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They use personal and social skills to follow rules and cooperate with others. Students: • explore rules and safe practices for moving safely and using balls in physical activities. • explore the personal and social skills needed to cooperate with others in physical activities. • develop fundamental movement skills to direct and receive objects test and evaluate possible solutions to movement challenges.	**U4 – Beginning to swim** Students develop independent movement and swimming skills in the water. Students • develop the skill of streamlining (kicking with arms together like a rocket). • develop fundamental freestyle swimming skills using arms, kicking and floating. • explore movement and floating in the water including floating on front and back. • water safety.
		By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.
		Assessment: Teacher observations and checklists	**Assessment: Teacher observations and checklists**	**Assessment: Teacher observation and checklists**	**Assessment:** Teacher Observations and checklists
	HEALTH	**U1 - I can do it!** • 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.	**U2 – I am growing and changing** • 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.	**U3 – Looking out for others** • 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.	**U4 - I am safe** • 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.
		Assessment: Worksamples and checklists	**Assessment:** Worksamples and checklists	**Assessment:** Worksamples and checklists	**Assessment:** Worksamples and checklists

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