

# Year 2 Curriculum Framework

YEAR 2 ENGLISH								
CURRICULUM INTENT	TERM 1		TERM 2	TERM 3	TERM 4			
	PROCEDURE	POETRY	INFORMATIVE RESPONSE	INFORMATIVE TEXT	NARRATIVE			
	ASSESSMENT	<p><b>Exploring procedural text</b> Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. (C2C Unit 4)</p>	<p><b>Reading, writing and performing poetry</b> Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. (C2C Unit 1)</p>	<p><b>Exploring Characters</b> Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons. (C2C Unit 3)</p>	<p><b>Exploring informative texts</b> Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image. (C2C Unit 5)</p>	<p><b>Exploring plot and characterisation in stories about families and friends</b> Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. (C2C Unit 6)</p>		
	<p><b>Procedural text Written and Oral</b> Students create a procedural text and present to an audience of peers. (George's Marvellous Medicine)</p>	<p><b>Innovation of a poem Written and Oral</b> Students create and present an innovation of a known poem to a familiar audience.</p>	<p><b>Expressing a preference for a character</b> Students compare characters in two versions of the same story and express a preference for a character</p> <p><b>Reading and comprehension:</b> Students demonstrate reading accuracy and respond orally to comprehension questions</p>	<p><b>Informative text</b> Students create an informative text with a supporting image.</p> <p><b>Oral</b></p>	<p><b>Imaginative Narrative</b> Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p> <p><b>Reading comprehension</b> Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>			
YEAR 2 ENGLISH ACHIEVEMENT STANDARD					WHEN ASSESSED			
Receptive modes (listening, reading and viewing)					T 1	T 2	T 3	T 4
Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or to communicate factual information.								
Students read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide extra information.								
Students monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.								
Students use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.								
Students identify literal and implied meaning, main ideas and supporting detail.								
Students make connections between texts by comparing content.								
Students listen for particular purposes.								
Students listen for and manipulate sound combinations and rhythmic sound patterns.								
Productive modes (speaking, writing and creating)					T 1	T 2	T 3	T 4
Students use everyday language features and topic-specific vocabulary.								
Students explain their preferences for aspects of texts using other texts as comparisons.								
Students create texts that show how images support the meaning of the text.								
Students create texts, drawing on their own experiences, their imagination and information they have learned.								
Students use a variety of strategies to engage in group and class discussions and make presentations.								
Students accurately spell words with regular spelling patterns and spell words with less common long vowel patterns .								
Students use punctuation accurately.								
Students write words and sentences legibly using unjoined upper- and lower-case letters.								

## YEAR 2 - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
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### Summative Assessment

<p><b>Counting and calculating to and from 1 000</b> Students count to and from 1 000 and perform simple addition and subtraction problems using a range of strategies.</p> <p><b>Using a calendar to identify dates, months and seasons</b> Students use a calendar to identify dates and the months included in seasons.</p>	<p><b>Recognising the value of money and performing simple addition and subtraction calculations</b> Students associate collections of Australian notes and coins with their values. Students solve simple addition and subtraction problems using a range of strategies.</p> <p><b>Ordering shapes and objects using informal units</b> Students measure, compare and order several objects using uniform informal units.</p> <p><b>Collecting and representing data</b> Students collect, organise and represent data to make simple inferences. <b>(Assessed in Digital Technology Semester 1)</b></p>	<p><b>Explaining transformations</b> Students explain the effects of one-step transformations.</p> <p><b>Recognising two-dimensional shapes and three-dimensional objects</b> Students draw two-dimensional shapes and recognise the features of three-dimensional objects.</p> <p><b>Representing data and chance</b> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.</p>	<p><b>Counting, multiplying and dividing</b> Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets. Students divide collections and shapes into halves, quarter and eighths and solve simple problems.</p> <p><b>Identifying number patterns and telling time to the quarter hour</b> Students describe number patterns, identify missing elements and tell time to the quarter hour.</p>
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YEAR 2 MATHEMATICS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4

YEAR 2 MATHEMATICS ACHIEVEMENT STANDARD	T 1	T 2	T 3	T 4
<b>Number and Algebra</b>				
<b>Number and place value</b>				
Students recognise increasing and decreasing number sequences involving 2s, 3s and 5s.				
Students represent multiplication and division by grouping into sets.				
Students count to and from 1000.				
Students perform simple addition and subtraction calculations using a range of strategies.				
<b>Fractions and Decimals</b>				
Students divide collections and shapes into halves, quarters and eighths.				
<b>Money and financial mathematics</b>				
Students associate collections of Australian coins with their value.				
<b>Patterns and algebra</b>				
Students identify the missing element in a number sequence.				
<b>Measurement and Geometry</b>				
<b>Using units of measurement</b>				
Students order shapes and objects using informal units.				
Students tell time to the quarter-hour.				
Students use a calendar to identify the date and the months included in seasons.				
<b>Shape</b>				
Students recognise the features of three-dimensional objects.				
Students draw two-dimensional shapes.				
<b>Location and Transformation</b>				
Students interpret simple maps of familiar locations.				
Students explain the effects of one-step transformations.				
<b>Statistics and Probability</b>				
<b>Chance</b>				
Students describe outcomes for everyday events.				
<b>Data representation and interpretation</b>				
Students make sense of collected information.				
Students collect, organise and represent data to make simple inferences.				

## YEAR 2 - SCIENCE

Term 1	Term 2	Term 3	Term 4
<p><b>Toy factory</b> Students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. (C2C Unit 2)</p>	<p><b>Mix, make and use/All mixed up</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. (combination of PC and C2C)</p>	<p><b>Good to grow.</b> Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. (C2C Unit 3)</p>	<p><b>Save planet Earth</b> In this unit students will investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. (C2C Unit 4)</p>

### Summative Assessment

<p><b>Designing a toy</b> Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>	<p><b>Combining materials for a purpose.</b> Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>	<p><b>Exploring growth</b> Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.</p>	<p><b>Using Earth's resources</b> Students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations</p>
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YEAR 2 SCIENCE ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>Science Understanding</b>				
Students describe changes to objects, materials and living things.				
<b>Science as a Human Endeavour</b>				
Students identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.				
<b>Science Inquiry Skills</b>				
Students pose and respond to questions about their experiences and predict outcomes of investigations.				
Students use informal measurements to make and compare observations.				
Students record and represent observations and communicate ideas in a variety of ways.				

## YEAR 2 - HASS

Semester 1	Semester 2
Unit 1: <b>Present connections to places</b> - <i>How are people connected to their place and other places?</i>	Unit 2: <b>Impacts of technology over time</b> - <i>How have changes in technology shaped our daily life?</i>

### Summative Assessment

<p><b>Assessment task</b> Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p> <p><b>Part A: Labelling a map</b> Students will recognise the world is divided into geographic divisions and sort and record data on labelled maps.</p> <p><b>Part B: Describing places</b> Students will:</p> <ul style="list-style-type: none"> <li>• describe how people in different places are connected to each other and identify factors that influence these connections</li> <li>• recognise that places can be described at different scales</li> <li>• interpret information and data to draw simple conclusions</li> <li>• sort and record data in tables and pose questions about familiar and unfamiliar places.</li> </ul> <p><b>Part C: Planning a town</b> Students will:</p> <ul style="list-style-type: none"> <li>• describe a local site of significance and explain why places are important to people</li> <li>• locate information from sources provided</li> <li>• recognise that places have different meaning for people</li> <li>• understand why the significant features of places should be preserved</li> <li>• sort and record data in tables and plans</li> <li>• interpret information and data to identify a point of view and draw simple conclusions</li> <li>• suggest ways to care for places and sites of significance</li> <li>• communicate findings in a range of texts using language to describe direction &amp; location.</li> </ul>	<p><b>Assessment task</b> Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?</p> <p><b>Part A: Posing questions</b> Students will pose questions about the past.</p> <p><b>Part B: Locating information</b> Students will locate information from sources provided.</p> <p><b>Part C: Drawing conclusions</b> Students will:</p> <ul style="list-style-type: none"> <li>• sequence technologies for transport in order</li> <li>• interpret information to draw simple conclusions.</li> </ul> <p><b>Part D: Creating a text</b> Students will develop a narrative about the past using language to describe the passing of time.</p>
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YEAR 2 HASS ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 2
<b>Knowledge and Understanding</b>		
Students describe a person, site and/or event of significance in the local community and explain why places are important to people.		
Students identify how and why the lives of people have changed over time while others have remained the same.		
Students 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.		
Students recognise that places have different meaning for different people and why the significant features of places should be preserved.		
<b>Inquiry and skills</b>		
Students pose questions about the past and familiar and unfamiliar objects and places.		
Students locate information from observations and from sources provided.		
Students compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions.		
Students sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps.		
Students 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.		

## YEAR 2 - TECHNOLOGIES

### DIGITAL TECHNOLOGY - Semester 1

#### Computers – Handy helpers

In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem. (C2C Unit 1)

### DESIGN TECHNOLOGY - Semester 2

#### Grow, grow, grow!

In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. (C2C Unit 2) - Links to Good To Grow (Science Unit)

### Summative Assessment

Assessment of student learning will be gathered in an online sharing space from three tasks. Students will:

- identify how common digital systems (hardware and software) are used to meet specific purposes
- use digital systems to represent simple patterns in data in different ways
- collect familiar data and display them to convey meaning
- design solutions to simple problems using a sequence of steps and decisions
- create and organise ideas and information using information systems and share information in a safe online environment.

Students design solutions to help a farmer and make a food from garden produce.

Assessment will gather evidence of the student's ability to:

- describe the purpose of farms and their products and how they meet people's needs
- identify technologies used to produce food and fibre
- explain how farms grow food and fibre to meet needs
- explain how different farm technologies can make the food and fibre grow successfully
- explain how technologies meet animal and plant needs
- describes the purpose of farm products that meet food, clothing and shelter needs
- identify uses of farm technologies
- state a need for food or fibre
- name technologies on a farm
- identify a use, technology or need.

### PREP – YEAR 2 TECHNOLOGIES ACHIEVEMENT STANDARD

#### WHEN ASSESSED

SEMESTER 1	SEMESTER 1
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#### DIGITAL TECHNOLOGIES

##### Knowledge and Understanding

Students identify how common digital systems (hardware and software) are used to meet specific purposes.

Students use digital systems to represent simple patterns in data in different ways.

##### Processes and Production Skills

Students design solutions to simple problems using a sequence of steps and decisions.

Students collect familiar data and display them to convey meaning.

Students create and organise ideas and information using information systems.

Students share information in safe online environments.

#### DESIGN TECHNOLOGIES

##### Knowledge and Understanding

Students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments.

Students identify the features and uses of technologies for each of the prescribed technologies contexts.

##### Processes and Production Skills

Students create ideas and designed solutions within the given context.

Students describe given needs or opportunities.

Students create and evaluate their ideas and designed solutions based on personal preferences.

Students communicate design ideas for their designed products, services and environments using modelling and simple drawings.

Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.

## YEAR 2 - THE ARTS

Term 1	Term 2	Term 3	Term 4
<b>DRAMA</b>	<b>DANCE</b>	<b>VISUAL ARTS</b>	<b>MEDIA ARTS</b>
<b>Poetry Alive</b> In this unit, students make and respond to drama by exploring performance poetry as stimulus. <i>(C2C Unit 2)</i> <i>Links to Term 1 English Poetry Unit</i>	<b>Creative Dance</b> (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	<b>Visual Arts Specialist</b>	<b>SAFE AND SOUND</b> In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms. <i>(C2C Unit 4)</i> <i>Links to Health Unit in Semester 2</i>

### Summative Assessment

Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem. <ul style="list-style-type: none"> <li>Participate in role in a process drama to explore ideas about shadows.</li> <li>Present a short scene with shadow puppets using voice, movement and focus.</li> <li>Describe what happens in drama made, performed and viewed.</li> </ul>	Students respond to, perform and choreograph dance. <ol style="list-style-type: none"> <li><b>Part A: Responding</b> <ul style="list-style-type: none"> <li>describe the effect of the elements in dance they make, perform and view and where and why people dance.</li> </ul> </li> <li><b>Part B: Making/Performing</b> <ul style="list-style-type: none"> <li>use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas. Demonstrate safe practice.</li> </ul> </li> </ol>	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 explore how messages are communicated in posters and make and share an electronic poster that communicates a safety message. <ol style="list-style-type: none"> <li><b>Part A: Responding</b> Describe and explain where and why media artists make posters.</li> <li><b>Part B: Making</b> Plan and design(Pre-production) and Production: Make and share an electronic poster that communicates a safety message.</li> <li><b>Part C: Responding</b> Describe how image, sound and text communicate a message in your poster.</li> </ol>
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### PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD

#### WHEN ASSESSED

	T 1	T 2	T 3	T 4
<b>DANCE</b>				
Students describe the effect of the elements in dance they make, perform and view.				
Students describe where and why people dance				
Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.				
Students demonstrate safe practice.				
<b>DRAMA</b>				
Students describe what happens in drama they make, perform and view.				
Students 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.				
<b>MEDIA ARTS</b>				
Students communicate about media artworks they make and view.				
Students communicate about where and why media artworks are made.				
Students make and share media artworks using story principles, composition, sound and technologies.				
<b>VISUAL ARTS</b>				
Students describe artworks they make and view.				
Students describe 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.				

MUSIC					
		SEMESTER 1		SEMESTER 2	
<b>KNOWLEDGE; UNDERSTANDING &amp; SKILLS</b>	<i>Rhythm</i>	<ul style="list-style-type: none"> <li>ta-aa (minum)</li> </ul>		<ul style="list-style-type: none"> <li>long/short</li> <li>Triple metres (strong &amp; weak beats – conducting)</li> </ul>	
	<i>Pitch</i>	<ul style="list-style-type: none"> <li>Pitch direction (going up/going down: half steps - semitones)</li> <li>do, re</li> </ul>			
	<i>Dynamics &amp; Expression</i>	<ul style="list-style-type: none"> <li>Fortissimo/pianissimo</li> </ul>			
	<i>Form &amp; Structure</i>	<ul style="list-style-type: none"> <li>Rhythmic ostinato</li> <li>Introduction</li> </ul>		<ul style="list-style-type: none"> <li>Repeat signs</li> <li>Verse/chorus</li> </ul>	
	<i>Timbre &amp; Texture</i>	<ul style="list-style-type: none"> <li>Round</li> <li>Wide contrasting instrument timbre (saxophone, cello, snare drum, bass drum, xylophone)</li> </ul>		<ul style="list-style-type: none"> <li>Melody and accompaniment</li> </ul>	
	<b>SKILLS</b>	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>Create, write &amp; perform sound maps of pentatonic songs</li> <li>Identify familiar instrument timbres in isolation</li> <li>Create, write, perform and identify 4 beat rhythmic patterns (aural skills)</li> <li>Show do/re/mi/so/la contour on body</li> <li>Sing pentatonic songs with pitch accuracy</li> <li>Perform rhythmic ostinato while singing known songs</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>Reflect/evaluate own performance</li> <li>Identify positive/ successful elements in peer performances</li> </ul>	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>Identify familiar instrument timbres in isolation</li> <li>Create, write, perform and identify 4 beat rhythmic patterns (aural skills)</li> <li>Sing pentatonic songs with pitch accuracy</li> <li>Show do/re/mi/so/la contour on body</li> <li>Perform triple metre songs with percussion ostinato (2 timbres)</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>Reflect/evaluate own performance</li> <li>Identify positive/ successful elements in peer performances</li> </ul>
<b>Summative Assessment</b>					
<i>Perform</i>	Sing + rhythmic ostinato (“Lucy Locket”)		Sing + triple metre accompaniment on un-tuned perc. (“London’s Burning”)		
<i>Respond</i>	Self-evaluation Sheet (2) Unknown piece – “ <i>paint</i> ” a picture; identify instrument; mood; tempo; volume		Self-evaluation Sheet (2a) Respond to piece of music – describe mood/ instrument timbre/tempo/ texture		
<i>Create</i>	Rhythmic ostinato for known song		A B A C melodic pattern (16 beats ta, ti-ti, zaa & ta-aa, using rhythm cards & s m d) – take photos with name card on iPad		
<i>Aural Skills</i>	Instrument timbre Pitch direction Rhythm patterns (4 beat)		Instrument timbre Pitch direction Rhythm patterns (4 beat)		
<b>PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD</b>				<b>WHEN ASSESSED</b>	
				<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
<b>MUSIC</b>					
Students communicate about the music they listen to, make and perform and where and why people make music.					
Students communicate about where and why people make music.					
Students improvise, compose, arrange and perform music.					
They demonstrate aural skills by staying in tune and keeping in time when they sing and play.					

## YEAR 2 - HEALTH AND PHYSICAL EDUCATION

### HEALTH

#### SEMESTER 1

#### SEMESTER 2

#### **My classroom is healthy, safe and active**

Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom.  
(C2C Unit 1)

#### **Message targets**

Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.  
(C2C Unit 4) *Links to Media Arts Term 4*

### Summative Assessment

#### **Collection of work**

Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting.

#### **Collection of work**

Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. To examine health messages and describe how to keep themselves and others healthy and physically active.

### PHYSICAL EDUCATION

#### Term 1

#### Term 2

#### Term 3

#### Term 4

**Perceptual Motor Activities**  
**Hand/Eye Co Operative Games**

**Ball Skills**

**Athletics**  
**Soccer**

**Skipping / Ten Pin Bowling**  
**Hand/Eye Co Operative Games**

### Summative Assessment

#### **Perceptual Motor Activities**

- Demonstrates and experiments with movement concepts (e.g. Balance-spread feet wider- force absorption, bent knees on landing)
- Demonstrates and experiments with movement concepts in a variety of rolls. (e.g. forward rolls, hand stands, Pencil Rolls, and tumbling)
- Demonstrates and experiments with movement concepts, Team work activities and various floor routines
- Demonstrates correct foot patterns (e.g. hop, jump, skip, leap, slide) alone and in combinations and can transition from one surface to another (e.g. jump, step, swing)

#### **Hand/Eye Co Operative Games**

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

#### **Ball Skills**

- Demonstrates increased mastery of object control skills, individually and with partner, with Hitting with bats and racquets, Throwing, Catching Kicking and Aiming (e.g.) cricket bats, baseball bats, hockey sticks, Tennis racquets

#### **Athletics**

Demonstrates skillful technique in space awareness, balance, control, jumping, landing and running. Shows significant ability in sprints, ballgames and modified field events.

#### **Soccer**

Demonstrates correctly a wide range of movement Skills into specialized sequences in Shooting, Passing, Trapping, Dribbling, Games Sense, concepts and understanding of rules in Soccer.  
(eg: Instep Kick and Trap)

#### **Skipping**

- Demonstrates skillful technique in space awareness, balance, control, jumping, landing, with a short single skipping rope, and long skipping rope.
- Can perform various sequences, skills and movements using a short/long skipping rope.

#### **Tenpin Bowling**

- Demonstrates correctly a wide range of movement Skills into specialized sequences in:
  - Aiming at Pins
  - Correct Technique in Holding the Ball
  - Underarm Bowling Technique
  - Correct foot technique
  - Games Sense and concepts of rules of modified games.

#### **Hand/Eye Co Operative Games**

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

YEAR 1 and YEAR 2 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>PERSONAL, SOCIAL and COMMUNITY HEALTH</b>				
<b>Being healthy, safe and active</b>				
Students describe changes that occur as they grow older.				
Students recognise how strengths and achievements contribute to identities.				
<b>Communicating and interacting for health and wellbeing</b>				
Students identify how emotional responses impact on others' feelings.				
Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.				
Students demonstrate positive ways to interact with others.				
Students select and apply strategies to keep themselves healthy and safe				
<b>Contributing to healthy and active communities</b>				
Students identify areas where they can be active and how the body reacts to different physical activities.				
<b>MOVEMENT and PHYSICAL ACTIVITY</b>				
<b>Moving our body</b>				
Students demonstrate fundamental movement skills in a variety of movement sequences and situations.				
<b>Understanding movement</b>				
Students test alternatives to solve movement challenges.				
<b>Learning through Movement</b>				
Students perform movement sequences that incorporate the elements of movement.				