

Australian Curriculum - Year 1 & 2

<p><u>Achievement standard extracts</u> Students recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They 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.</p>	<p><u>Content Descriptions</u> Personal, Social & Community Health - Being healthy, safe and active Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) Personal, Social & Community Health - Communicating and interacting for health and wellbeing Describe ways to include others to make them feel they belong (ACPPS019) Identify and practise emotional responses that account for own and others' feelings (ACPPS020) Personal, Social & Community Health - Contributing to healthy and active communities Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023) Movement and Physical Activity - Moving our body Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025) Create and participate in games with and without equipment (ACPMP027) Movement and Physical Activity - Learning through movement Use strategies to work in group situations when participating in physical activities (ACPMP030) Identify rules and fair play when participating in physical activities (ACPMP032)</p>	<p><u>Daradgee specific elaborations</u> <i>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</i> - participate in independent and team challenges eg. hooping and skipping - debrief how team members helped and supported one another, how people felt when included or excluded <i>Recognise situations and opportunities to promote health, safety and wellbeing</i> - follow instructions and rules to be safe in a range of challenges eg. feel comfortable to participate, safely use equipment <i>Describe ways to include others to make them feel they belong</i> - demonstrate and encourage persistence, the use of appropriate communication and inclusive team behaviours eg. taking turns, helping others, supporting SWD, anxiety and autism <i>Identify and practise emotional responses that account for own and others' feelings</i> - recognise and demonstrate acceptable social/emotional behaviour eg. show resilience, be patient <i>Identify and explore natural and built environments in the local community where physical activity can take place</i> - participate in challenges on natural and purpose built structures - participate in challenges in a range of non-classroom settings and environments eg. covered area, oval <i>Perform fundamental movement skills in a variety of movement sequences and situations</i> - use a range of body movements and physical skills to help solve challenges eg. stretching, keeping balance, creating solutions <i>Create and participate in games with and without equipment</i> - participate in new challenges which require thinking, communicating and problem solving within the rules <i>Use strategies to work in group situations when participating in physical activities</i> - demonstrate acceptable group strategies eg. work cooperatively, suggest and trial ideas and consider others' contributions <i>Identify rules and fair play when participating in physical activities</i> - identify and follow rules during challenges eg. take turns, share equipment, value others' ideas</p>
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