

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. They demonstrate fundamental movement skills in a variety of situations</p>	<p><u>Content Descriptions</u>  <b>Personal, Social &amp; Community Health - Being healthy, safe and active</b>                  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (<a href="#">ACPPS015</a>)  <b>Personal, Social &amp; Community Health - Being healthy, safe and active</b>                  Recognise situations and opportunities to promote health, safety and wellbeing (<a href="#">ACPPS018</a>)  <b>Personal, Social &amp; Community Health - Communicating and interacting for health and wellbeing</b>                  Describe ways to include others to make them feel they belong (<a href="#">ACPPS019</a>)                  Identify and practise emotional responses that account for own and others' feelings (<a href="#">ACPPS020</a>)  <b>Personal, Social &amp; Community Health - Contributing to healthy and active communities</b>                  Identify and explore natural and built environments in the local community where physical activity can take place (<a href="#">ACPPS023</a>)  <b>Movement and Physical Activity - Moving our body</b>                  Perform fundamental movement skills in a variety of movement sequences and situations (<a href="#">ACPMP025</a>)                  Create and participate in games with and without equipment (<a href="#">ACPMP027</a>)  <b>Movement and Physical Activity - Learning through movement</b>                  Use strategies to work in group situations when participating in physical activities (<a href="#">ACPMP030</a>)                  Identify rules and fair play when participating in physical activities (<a href="#">ACPMP032</a>)</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>  <ul style="list-style-type: none"> <li>- participate in climbing sessions as climbers and spotters</li> <li>- debrief how team members helped and supported one another</li> </ul> <i>Recognise situations and opportunities to promote health, safety and wellbeing</i>  <ul style="list-style-type: none"> <li>- follow instructions and rules to stay safe while climbing eg. "Ready, set, climb", active spotting</li> </ul> <i>Describe ways to include others to make them feel they belong</i>  <ul style="list-style-type: none"> <li>- demonstrate and encourage persistence eg. have a go, supporting SWD, anxiety and autism</li> </ul> <i>Identify and practise emotional responses that account for own and others' feelings</i>  <ul style="list-style-type: none"> <li>- recognise and demonstrate acceptable social/emotional behaviour eg. be an attentive, supportive spotter</li> </ul> <i>Identify and explore natural and built environments in the local community where physical activity can take place</i>  <ul style="list-style-type: none"> <li>- participate in climbing on our purpose built LRC</li> </ul> <i>Perform fundamental movement skills in a variety of movement sequences and situations</i>  <ul style="list-style-type: none"> <li>- perform basic LRC climbing manoeuvres and techniques to traverse elements eg. using vines and foot cables, maintaining good balance</li> </ul> <i>Create and participate in games with and without equipment</i>  <ul style="list-style-type: none"> <li>- participate in climbing using demonstrated skills to complete a number of different climbing challenges eg. warm up, spotter/climber roles</li> </ul> <i>Use strategies to work in group situations when participating in physical activities</i>  <ul style="list-style-type: none"> <li>- demonstrate acceptable group strategies eg. work cooperatively, take turns, be respectful</li> </ul> <i>Identify rules and fair play when participating in physical activities</i>  <ul style="list-style-type: none"> <li>- identify and follow rules during climbing eg. take turns, proper use of equipment, "Ready, set, climb"</li> </ul> </p>
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