|  |
| --- |
| Years 1–2 band Health and Physical Education  Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The Years 1­–2 curriculum builds on each student’s prior learning. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Through exploration and play, students investigate how health and movement concepts exist and impact their lives and the lives of others. They strengthen dispositions for learning including curiosity, confidence, cooperation, investigation and transfer.  Students explore personal qualities and factors that contribute to and influence identities, and understand the importance of assertive behaviour to ensure interactions with others are respectful and safe. As these relationships are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people's viewpoints.  Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others and develop a deeper understanding of how emotions, fairness, diversity and health messages contribute to keeping themselves and others healthy and safe.  Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them.  Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or moving towards them.  Through participation in active play, small group games and minor games, students apply different ways to move safely, and investigate how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | [By the end of Year 2, students explain how personal qualities contribute to identities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0) [They describe how emotional responses affect their own and others' feelings.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0) [They demonstrate skills and describe strategies required to develop respectful 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  describe their personal qualities and those of others, and explain how they contribute to developing identities  AC9HP2P01 |  |  |  |  | **Moving our bodies**  practise fundamental movement skills and apply them in a variety of movement situations  AC9HP2M01 |  |  |  |  |
| **Interacting with others**  identify and explore skills and strategies to develop respectful relationships  AC9HP2P02 |  |  |  |  | investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness  AC9HP2M02 |  |  |  |  |
| identify how different situations influence emotional responses  AC9HP2P03 |  |  |  |  | **Making active choices**  participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 |  |  |  |  |
| practise strategies they can use when they need to seek, give or deny permission respectfully  AC9HP2P04 |  |  |  |  | **Learning through movement**  co-construct and apply rules to promote fair play in a range of physical activities  AC9HP2M04 |  |  |  |  |
| **Making healthy and safe choices**  identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  AC9HP2P05 |  |  |  |  | apply strategies to work collaboratively when participating in physical activities  AC9HP2M05 |  |  |  |  |
| investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 |  |  |  |  |  | | | | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus areas |  | | | |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs |  |  |  |  |
| Food and nutrition |  |  |  |  |
| Health benefits of physical activity |  |  |  |  |
| Mental health and wellbeing |  |  |  |  |
| Relationships and sexuality |  |  |  |  |
| Safety |  |  |  |  |
| Active play and minor games |  |  |  |  |
| Challenge and adventure activities |  |  |  |  |
| Fundamental movement skills |  |  |  |  |
| Games and sports |  |  |  |  |
| Lifelong physical activities |  |  |  |  |
| Rhythmic and expressive activities |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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