



Australian Curriculum: HPE — Year 1 and 2 Band Plan-2023

CURRICULUM		YEAR 1						YEAR 2					
		Semester 1		Semester 2				Semester 1		Semester 2			
		Term 1- PE	Term 2- PE	Term 2- Health	Term 3- PE	Term 4- PE	Term 4- PE	Term 1- PE	Term 2- PE	Term 3- PE	Term 3- Health	Term 4- PE	Term 4- Health
Unit name		Playing with balls	I'M A BALLIEVER	Good choices, healthy me	Catch me if you can	Equipped to move	My safety, my responsibility	iMove, iJUMP, iLand	They keep me rolling	My classroom is health, safe and fun	Ropes & Rhymes	What's your target?	Stay safe
Unit description		perform fundamental movement skills of two handed throwing & two handed catching, soccer dribbling & basketball dribbling. test alternatives to large ball challenges & identify how the heart react to various physical activities.	demonstrate two-handed catching and underarm throwing with a beanbag. perform dynamic balances, catching and throwing techniques to solve a series of movement challenges	examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. describe actions that keep themselves and others healthy in different situations.	demonstrate dodging & running skills, & test alternatives to evade others/objects in tagging games. demonstrate strategies to work in groups & play fairly during tagging games	perform fundamental movement skills to music. describe how their body responds to movement in a performance combining the elements of movement.	identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	develop and perform static balances, locomotion skills, rotations, springs and landings. perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.	demonstrate fundamental movement skills while using scooter boards. perform movement skills to manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. work collaboratively with partners to solve team-based scooter board challenges.	investigate the concept of what health is and the foods and activities that make them healthy.	celebrated In this unit students will perform long skipping rope sequences to rhymes. identify how their heart reacts to skipping	demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).	explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing
ASSESSMENT		Term 1	Term 2	Term 3	Term 3	Term 4	Term 4	Term 1	Term 2	Term 3	Term 3	Term 4	Term 4
Range and balance of summative assessment conventions	Assessment Name	Playing with balls AT2	I'M A BALLIEVER AT3	Good choices, healthy me AT1	Catch me if you can AT5	Equipped to move AT6	My safety, my responsibility AT4	iMove, iJUMP, iLand AT2	They keep me rolling AT3	My classroom is health, safe and fun AT1	Ropes & Rhymes AT5	What's your target? AT6	Stay safe AT4

Assessment Description	Practical	Practical/ Interview	Practical	Short answer questions	Practical	Collection of work	Practical	Practical	Practical/ Interview	Project	Practical	Collection of work
	Performance	Performance/ oral/verbal	Performance	Written	Performance	Written	Performance	Performance	Performance/ oral/verbal	Written	Performance	Written
Aspects of the achievement standard												
describe changes that occur as they grow older						✓						✓
recognise how strengths and achievements contribute to identities												✓
identify how emotional responses impact on others' feelings						✓						
examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active			✓						✓			
identify areas where they can be active and how the body reacts to different physical activities		✓								✓		
Select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems						✓						✓
demonstrate positive ways to interact with others				✓				✓				
demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges	✓	✓		✓			✓	✓			✓	
perform movement sequences that incorporate the elements of movement				✓	✓		✓			✓		

Term 1
Term 2
Term 3
Term 4
✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard