

## **Year 2 Health and Physical Education**

### **Achievement Standard**

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and 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 movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

### **Assessable Elements**

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Personal, Social and Community Health:**  
Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities
- **Movement and Physical Activity:**  
Moving our body; Understanding movement; Learning through movement

### **Delivery (mode, time requirements, lessons)**

With support from Home Tutors, students are expected to undertake independent study to complete lessons, tasks and assessments in accordance with the Work Rate Calendar. Course materials are accessed online via our Learning Management System.

### **Student Requirements**

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

## Year 2 Health and Physical Education

Units, Learning Experiences and Summative Assessment		
Semester 2	Term 3	<b>Staying safe</b> <b>Health</b> Students will learn to recognise and react to safe and unsafe situations. They will be able to describe actions that keep themselves and others safe in a variety of situations. Students consider aspects of sun, water, road, fire and substance safety.
		<b>Physical</b> Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. They will test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.
		<b>Summative Assessment:</b> Staying Safe: Students will recognise safe and unsafe situations and apply strategies to keep themselves safe and ask for help with tasks or problems; I'm a "Balliever"
	Term 4	<b>My identity (includes Media Arts)</b> <b>Health</b> Students learn to recognise people's similarities and differences and how they help make up our own personal identities.
		<b>Physical</b> Students learn to perform long-rope skipping sequences to rhymes to identify how their heart reacts to skipping.
		<b>Summative Assessment:</b> My Identity Project: Students create a digital story book that captures their unique identity; Ropes and rhymes: Skipping sequences and the heart's reaction

**Disclaimer** All of the above information is accurate at the time of development.