



# Health and Physical Education

## Years 1 and 2 Band Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units		Year 1				Year 2			
		Semester 1		Semester 2		Semester 1		Semester 2	
		Unit 1 Physical Education	Unit 2 Health	Unit 3 Physical Education	Unit 4 Health	Unit 1 Physical Education	Unit 2 Health	Unit 3 Physical Education	Unit 4 Health
Unit description		<p>In Term One, students will develop the object control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.</p> <p>In Term Two, students will fundamental movement skills two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations.</p>	<p>In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.</p>	<p>In Term 3, students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p> <p>In Term 4, students will develop the object control skills of hitting a ball with a range of different bats in modified Teeball and cricket. They will apply these skills to solve movement challenges.</p>	<p>In this unit, students 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. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p>	<p>In Term One, students develop fundamental movement skills of rolling, balancing and jumping in sequences and situations. Performs a gymnastic skills sequence that incorporates the elements of movement.</p> <p>In Term Two, students focused improving on running, jumping and throwing skills in preparation for the Athletics Carnival. Students perform a running (sprint), jumping (long jump) and throwing (shot put (Soft ball)) sequence in authentic track and field situations to demonstrate application of the elements of movement.</p>	<p>In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p>	<p>In Term 3, students will develop movement sequences to enhance their development in dodging skills and movement techniques to successfully evade others. Using these skills and relating them to the sport of Touch football.</p> <p>In Term 3, students develop and refine skipping skills and sequences. Using these skills, they will sequence a skipping routine with a short rope.</p> <p>In Term 4, students will perform the refined fundamental movement skills (small ball pass and catch) – Newcombe/handball, soccer (instep pass), AFL (drop punt) and two and one hand strike (totum tennis and tee ball) and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly.</p>	<p>In this unit, students 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 identify 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.</p>
Assessment		Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment c	Technique	Observed demonstration	Short response	Observed demonstration	Short response	Observed demonstration	Short response	Observed demonstration	Short response
	If other, or more than one, specify		Booklet		Booklet		Booklet		Booklet
	Mode	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual

	Conditions	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	
	Shade the cells to indicate aspects covered in the assessment								
Personal, social and community health ⚙									
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.									
Movement and physical activity ⚙									
demonstrate positive ways to interact with others.									
select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.									
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.									