# Years 1–2

#### Students at this stage

As students develop their own identities and participate more broadly in everyday life, their movement and recreation options can expand. Gaining knowledge and skills to undertake outdoor activities in more natural settings, such as a day walk, fosters a sense of the wider ecological world. Students recognise elements such as fresh air and the influence of naturalness on their emotional and physical wellbeing and responses. They learn to care for nature, and engage in conservation activities. These experiences can provide a sense of satisfaction when students reflect on their positive contribution to the natural environment.

Students learn about simple ecological principles through experiential learning. These experiences stimulate curiosity to learn more about interactions in nature and adaptations to local climates. Students learn about the importance of care for each other in natural environments, and how best to do this. They come to understand open space as a place to support healthy lifestyles, and are supported to engage in basic movement patterns in these areas. Students develop their own minor games using creative play.

Children may be fearful of being away from the home environment at night time, and require carefully facilitated experiences that allow them to feel secure sleeping away from home and be able to manage night time fears.

Adapted from OEA website, accessed 8 December 2016. <http://outdooreducationaustralia.org.au/education/sequencing/>

|  |
| --- |
| **Dimension 1**  **There is a range of skills and knowledge required to work together, be active and be safe in the outdoors** |

Health and Physical Education

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

Describe ways to include others to make them feel like they belong (ACPPS019)

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected (ACPPS024)

Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

Use strategies to work in group situations when participating in physical activities (ACPMPS030)

Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

Science

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021 & ACSHE034)

People use science in their daily lives, including when caring for their environment and living things (ACSHE022 & ACSHE035)

Pose and respond to questions, and make predictions about [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=familiar) objects and events [(ACSIS024](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS024) & ACSIS037)

Participate in guided investigations to explore and answer questions [(ACSIS025](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS025) & ACSIS038)

F–6/7 HASS (geography sub-strand) Year 2

The idea that places are parts of Earth’s surface that have been named by people, and how places can be defined at a variety of scales [(ACHASSK048)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK048)

Personal and Social Capability

Self-management

Identify situations that feel safe or unsafe, approaching new situations with confidence

Undertake and persist with short tasks, within the limits of personal safety

Social management

Share experiences of cooperation in play and group activities

Identify cooperative behaviours in a range of group activities

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

|  |
| --- |
| **Dimension 2**  **An individual’s experience in natural environments enhances human–nature relationships** |

Science Year 1

Living things have a variety of external features (ACSSU017)

Everyday materials can be physically changed in a variety of ways (ACSSU018)

Observable changes occur in the sky and landscape (ACSSU019)

Science Year 2

Living things grow, change, and have offspring similar to themselves (ACSSU030)

F–6/7 HASS (geography sub-strand) Year 1

The natural, managed and constructed [features of places](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=features+of+places), their location, how they change and how they can be cared for [(ACHASSK031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK031)

Interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=data) and information displayed in pictures and texts and on maps [(ACHASSI024)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI024)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI026)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI009)

In F–6/7 HASS (geography sub-strand) Year 2

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) [(ACHASSK049)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK049)

Interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=data) and information displayed in pictures and texts and on maps (ACHASSI040)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI042)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI042)

F–6/7 HASS (history sub-strand) Year 2

The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)

Personal and Social Capability

Self-awareness

Reflect on their feelings as learners and how their efforts affect skills and achievements

Reflect on what they have learnt about themselves from a range of experiences at home and school

Social awareness

Describe ways they can help at home and school

Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

|  |
| --- |
| **Dimension 3**  **Ecological, cultural and personal knowledge of and experiences in places enhances decision-making about conservation and sustainability** |

Science Year 1

Living things live in different places where their needs are met (ACSSU211)

Science Year 2

Earth’s resources are used in a variety of ways[(ACSSU032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU032)

F–6/7 HASS (geography sub-strand) Year 1

The natural, managed and constructed [features of places](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=features+of+places), their location, how they change and how they can be cared for [(ACHASSK031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK031)

Activities in the local [place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=place) and reasons for their location [(ACHASSK033)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK033)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI026)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI026)

F–6/7 HASS (geography sub-strand) Year 2

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) [(ACHASSK049)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK049)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI042)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI042)

F–6/7 HASS (history sub-strand) Year 2

The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (CHASSK045)

Critical and Creative Thinking

Reflecting on thinking and processes

Connect information from one setting to another

Use information from a previous experience to inform a new idea

Analysing, synthesising and evaluating reasoning and procedures

share their thinking about possible courses of action

Intercultural Understanding

Recognising culture and developing respect

Share ideas about self and belonging with peers

Identify and describe the various groups to which they belong and the ways people act and communicate within them

Ethical Understanding

Reasoning in decision-making and actions

Identify examples from stories and experiences that show ways people make decisions about their actions

Discuss how people make decisions about their actions and offer reasons why people’s decisions differ

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Year 2 Science

* finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply

Sustainability

Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

|  |
| --- |
| **Dimension 4**  Experiences in natural environments promote personal growth and development; and health and wellbeing |

Health and Physical Education

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practise emotional responses that account for own and others feelings (ACPPS020)

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)

F–6/7 HASS (geography sub-strand) Year 2

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

Personal and Social Capability

##### Self-awareness

Identify their likes and dislikes, needs and wants, and explore what influences these

Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Sustainability

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.