



Year 2 Curriculum and Assessment Plan 2019

Our Belief: Every student, every classroom, every day

We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.

LITERATE, NUMERATE & CURIOUS

HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS

COMMUNICATION, COLLABORATION, COURAGEOUS, INQUIRERS, THINKERS, SELF-MANAGERS

CURRICULUM OVERVIEW

YEAR 2 - ENGLISH

	Term 1	Term 2	Term 3	Term 4
ACHIEVEMENT STANDARD (AC)	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating)</p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>			
ENGLISH	<p>I wonder... What happens if we stopped caring for living things?</p> <p>Unit 1: Reading, writing and performing poetry</p> <p>Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p> <p>Unit 5: Exploring informative texts</p> <p>Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>I wonder... How/Why families are different?</p> <p>Unit 2: Stories of families and friends</p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>I wonder... Why/How things move?</p> <p>Unit 3: Exploring characters</p> <p>Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p> <p>Unit 6: Exploring plot and characterisation in stories</p> <p>Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>	<p>How did I make it?</p> <p>Unit 4: Exploring procedural text</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>
ASSESSMENT	<p>Unit 1: Assessment task - Innovation of a poem</p> <p><i>Imaginative response – oral</i></p> <p>Students create and present an innovation of a known poem to a familiar audience.</p> <p>Unit 5: Assessment task - Writing an informative text</p> <p><i>Informative response – written</i></p> <p>Students create an informative text with a supporting image.</p>	<p>Assessment task - Imaginative narrative</p> <p><i>Imaginative response – written</i></p> <p>Students create a new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Unit 3: Assessment task - Reading and comprehension</p> <p><i>Oral</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p>Assessment task - Expressing a preference for a character</p> <p><i>Informative response – written</i></p> <p>Students compare characters in two versions of the same story and express a preference for a character.</p> <p>Unit 6: Assessment task - Reading comprehension</p> <p><i>Short answer questions</i></p> <p>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Assessment task - Create a digital multimodal text</p> <p><i>Poster/multimodal presentation</i></p> <p>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>	<p>Assessment task - Multimodal procedure</p> <p><i>Poster/ multimodal presentation</i></p> <p>Students create, rehearse and present a multimodal procedure.</p>

YEAR 2 – MATHEMATICS

ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units. Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations. <p>Number Fact Focus:</p> <ul style="list-style-type: none"> Count on 1, 2, 3 Tens facts (e.g. $9 + 1$, $6 + 4$) Take away from 10 facts e.g. $10 - 7$ Doubles up to 20 (e.g. $6 + 6 = 12$) 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall addition subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths. Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units. Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects. Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest <p>Number Fact Focus:</p> <ul style="list-style-type: none"> Revision of count on facts, tens facts, take away from 10 facts and double facts. Near double facts e.g. $6 + 7$ Extension + 0 facts e.g. $40 + 0$ 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections. Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. <p>Number Fact Focus:</p> <ul style="list-style-type: none"> Revision of count on facts, tens facts, take away from 10 facts and double facts. Near double facts e.g. $6 + 7$ Extension + 0 facts e.g. $40 + 0$ 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems. Fractions and decimals — identify halves, quarter and eighths of shapes and collections. Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour. Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects. Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps. Chance — predict the likelihood of an event based on data. Data representation and interpretation — Use data to answer questions, represent data. <p>Number Fact Focus:</p> <ul style="list-style-type: none"> Revision of count on facts, tens facts, take away from 10 facts and double facts. Near double facts e.g. $6 + 7$ Extension + 0 facts e.g. $40 + 0$
ASSESSMENT	<p>Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p> <p>Investigating outcomes of daily events (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a chance inquiry question.</p>	<p>Identifying number patterns and telling time to the quarter hour <i>Exam/Test</i> Students describe number patterns, identify missing elements and tell time to the quarter hour.</p> <p>Recognising the value of money and performing simple addition and subtraction calculations <i>Exam/Test</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p> <p>Investigating simple maps of familiar locations (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p>Counting, multiplying and dividing <i>Short answer questions</i> Students count, model, represent numbers to, and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p> <p>Ordering shapes and objects using informal units <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units.</p> <p>Using a calendar to identify dates, months and seasons <i>Short answer questions</i> Students use a calendar to identify dates and the months included in seasons.</p> <p>Investigating numbers to 1000 (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a number inquiry question.</p>	<p>Representing data and chance <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p>Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> Students draw two-dimensional shapes; recognise the features of three-dimensional objects.</p> <p>Explaining transformations <i>Short answer questions</i> Students explain the effects of one-step transformations.</p> <p>Investigating shapes and location <i>Assignment/Project</i> Students use simple strategies to reason and solve a number and location inquiry question.</p>

YEAR 2 – SCIENCE

<p>ACHIEVEMENT STANDARD (AC)</p>	<p>By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</p>			
<p>SCIENCE</p>	<p>Unit 3: Good to grow</p> <p>In this unit, students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p>Unit 4: Save planet Earth</p> <p>In this unit, students will investigate Earth's resources. They describe: how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments.</p> <p>Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p>Unit 1: Mix, make and use</p> <p>In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language</p>	<p>Unit 2: Toy Factory</p> <p>In this unit students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>
<p>ASSESSMENT</p>	<p>Exploring growth <i>Supervised assessment</i></p> <p>Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>	<p>Using Earth's resources <i>Report</i></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>	<p>Combining materials for a purpose <i>Experimental investigation</i></p> <p>Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p>Designing a toy <i>Experimental investigation</i></p> <p>Students design a toy that moves with a push or pull, and describe: a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>

YEAR 2 – HASS

<p>ACHIEVEMENT STANDARD (AC)</p>	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.</p>	
<p>HASS</p>	<p>Impacts of technology over time</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> How have changes in technology shaped our daily life? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate continuity and change in technology used in the home, for example, in toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past 	<p>Present connections to places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> How are people connected to their place and other places? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and the location of Australia recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them
<p>ASSESSMENT</p>	<p>Assessment task - Impacts of technology over time</p> <p>To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> pose questions to investigate how changing technologies used for transport affected the lives of people over time identify information from provided sources to answer questions posed sequence familiar objects in chronological order to represent continuity and change draw simple conclusions about continuities and changes to technologies used for transport and the impacts of change on the lives of people present a narrative using terms denoting time 	<p>Assessment task - Present connections to places</p> <p>To explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise that places can be described at different scales, and that the world can be divided into major geographical divisions identify the features that define places and represent the location of places and their features on plans and labelled maps sort, record and interpret geographical information and data to draw conclusions about how people are connected to places reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved

YEAR 2 – TECHNOLOGY

ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p>	
TECHNOLOGY		<p>Unit 1: Spin it! Engineering principles and systems</p> <p>In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating spinning toys from around the world, and analysing how they are made and how they work generating and developing design ideas, and communicating these using simple drawings producing a functional product that appeals to the client evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project
ASSESSMENT		<p><i>Portfolio</i></p> <p>Students design and make a spinning toy for a small child. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the purpose of spinning toys and how they meet the needs of users identify the application of forces to create movement describe opportunities for designing a spinning toy communicates design ideas for a spinning toy using simple drawings follow sequenced steps to make a toy demonstrate safe use of tools and equipment when making a spinning toy evaluate ideas and designed solution based on personal preferences

YEAR 2 – THE ARTS

ACHIEVEMENT STANDARD	<p>By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.</p> <p>Students use the elements and processes of arts subjects to make and share artworks that represent ideas.</p>			
THE ARTS	<p>Unit 3: Family portraits</p> <p>Students will:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships experiment with abstraction and media technology (photographing; selecting; copying; pasting; moving; resizing; rotating; grouping and adding sound) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language 		<p>Unit 4: Cultural dance</p> <p>In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples 	
ASSESSMENT	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> communicate about media artworks they make communicate about media artworks they view communicate about where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies 		<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the effect of the elements in dance they make, perform and view and where and why people from other countries and cultural groups dance make and perform dance sequences from other countries and cultures using the elements of dance, that demonstrate fundamental movement skills to represent ideas perform cultural dances safely to develop technical skills to communicate ideas to an audience 	

YEAR 2 – HEALTH AND PHYSICAL EDUCATION

ACHIEVEMENT STANDARD (AC)	<p>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.</p> <p>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.</p>			
HEALTH & PHYSICAL EDUCATION	<p>My classroom is healthy, safe and fun</p> <p>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 and outside their classroom.</p>	<p>Our culture</p> <p>In this unit students explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's differences.</p>	<p>Stay safe</p> <p>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 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.</p>	<p>Message targets</p> <p>In this unit, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p>
ASSESSMENT	<p>Assessment task</p> <p>Students complete an assignment. They answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe.</p>	<p>Assessment task</p> <p>To recognise how strengths and achievements contribute to identities.</p>	<p>Assessment task</p> <p>To describe changes as they grow older. To identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.</p>	<p>Assessment task</p> <p>Examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>