

LEARNING IN THE OUTDOORS

Year 1 to 2

STUDENTS AT THIS STAGE:

Typically, Year 1 and 2 students develop their identities and participate more broadly in everyday life. Gaining knowledge and skills to undertake outdoor activities in more natural settings, 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. Students come to understand open space as a place to support healthy lifestyles, and are supported to engage in basic movement patterns in these areas.

Four dimensions underpin outdoor learning in the Australian Curriculum:

*SKILLS AND KNOWLEDGE

A range of skills and knowledge is needed to work together and be active and safe in the outdoors.

*HUMAN-NATURE RELATIONSHIPS

An individual's experience in natural environments enhances human-nature relationships.

*CONSERVATION AND SUSTAINABILITY

Ecological and cultural knowledge and experiences in nature enhance decision-making about conservation and sustainability.

*HEALTH AND WELLBEING

Experiences in natural environments promote personal growth and development; and health and wellbeing.

**for more detail about each dimension, see the [Australian Curriculum: resources site](#).*

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SKILLS AND KNOWLEDGE

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 (ACPMP030)
- 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 objects and events (ACSIS024 & ACSIS037)
- Participate in guided investigations to explore and answer questions (ACSIS025 & ACSIS038)

HUMANITIES AND SOCIAL SCIENCES

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)

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.

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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)

Year 2

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

Geography sub-strand Year 1

Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)

Year 2

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

Interpret 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)

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)

HUMANITIES AND SOCIAL SCIENCES

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

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.

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

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CONSERVATION AND SUSTAINABILITY

SCIENCE

Year 1

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

Year 2

Earth's resources are used in a variety of ways (ACSSU032)

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

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand

Year 1

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Activities in the local place and reasons for their location (ACHASSK033)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)

Year 2

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)

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)

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

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

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CONSERVATION AND SUSTAINABILITY

CONTINUED...

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 elaboration

- 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.



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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)

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand Year 2

The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

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.

