

# Week 11:

## The Lineup – Curriculum Mapping

### Health and Physical Education

#### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**.
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

#### *Movement and Physical Activity – Physical Education*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capability

#### *Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Finding My Sunshine – Curriculum Mapping

### Health and Physical Education

#### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

## **Personal and Social Capability**

### *Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**
- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

### *Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Animal Parade – Curriculum Mapping**

### **Health and Physical Education**

#### *Movement and Physical Activity – Physical Education*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**
- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

#### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

## **Personal and Social Capability**

### *Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Giving Tree – Curriculum Mapping**

### **Health and Physical Education**

*Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### **Personal and Social Capability**

*Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**
- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 12:

## Name Bop – Curriculum Mapping

### Health and Physical Education

#### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

#### *Movement and Physical Activity – Physical Education*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capability

#### *Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## My Happy Place – Curriculum Mapping

### Health and Physical Education

#### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

## **Personal and Social Capability**

### *Self-awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**
- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

### *Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Letters and Numbers – Curriculum Mapping**

## **Health and Physical Education**

### *Movement and Physical Activity – Physical Education*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**
- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### *Personal, Social, and Community Health – Health Education*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**

## **Personal and Social Capability**

### *Self-awareness and Management*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**
- Behaviours that support independence – **VC2CPFS05**

### *Social Awareness and Management*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Empathy Mirrors – Curriculum Mapping**

### **Health and Physical Education**

*Personal, Social, and Community Health – Health Education*

*Interacting with others*

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

*Personal and Social Capability*

Self Awareness and Management – Emotional Awareness and Management

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

Social Awareness and Management – Relationships and diversity

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict **VC2CPFO04**

## **Week 13:**

### **Tallest Tower – Curriculum Mapping**

### **Health and Physical Education**

*Personal, Social, and Community Health – Health Education*

- Interacting with others
- Practise personal and social skills to interact respectfully with others **VC2HPFP03**

Movement and Physical Activity – Physical Education

- Learning through movement

- Follow rules to promote fair play and inclusion in a range of physical activities  
**VC2HPFM04**
- Cooperate with others when participating in physical activities **VC2HPFM05**

### **Personal and Social Capability**

Self Awareness and Management – Emotional Awareness and Management

- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

Self Awareness and Management – Self efficacy and sense of purpose

- Examples of different personal strengths and interests; examples of when and how personal strengths are used **VC2CPFS03**

Social Awareness and Management – Relationships and diversity

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict **VC2CPFO04**

## **Positive Power Words – Curriculum Mapping**

### **Health and Physical Education**

Personal, Social, and Community Health – Health Education

Interacting with others

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

### *Personal and Social Capability*

Self Awareness and Management – Emotional Awareness and Management

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

Self Awareness and Management – Self efficacy and sense of purpose

- Examples of different personal strengths and interests; examples of when and how personal strengths are used **VC2CPFS03**

Social Awareness and Management – Relationships and diversity

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

## Reaching for the Clouds Meditation – Curriculum Mapping

### Health and Physical Education

#### Personal, Social, and Community Health – Health Education

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

### Personal and Social Capability

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used **VC2CPFS03**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them **VC2CPFS04**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

## Lucky Roll Swap – Curriculum Mapping

### Health and Physical Education

#### Personal, Social, and Community Health – Health Education

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

### Movement and Physical Activity – Physical Education

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities **VC2HPFM04**
- Cooperate with others when participating in physical activities **VC2HPFM05**

### **Personal and Social Capability**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used **VC2CPFS03**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict **VC2CPFO04**

## **Week 14:**

### **Wipe That Smile! – Curriculum Mapping**

#### **Health and Physical Education**

#### **Personal, Social, and Community Health – Health Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

#### **Movement and Physical Activity – Physical Education**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities **VC2HPFM04**
- Cooperate with others when participating in physical activities **VC2HPFM05**

### **Personal and Social Capability**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others **VC2CPFS02**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict **VC2CPFO04**

**My Family Tree – Curriculum Mapping**

**Health and Physical Education**

**Personal, Social, and Community Health – Health Education**

*Interacting with others*

- Practise personal and social skills to interact respectfully with others (VC2HPFP03)
- Identify emotions they experience (VC2HPFP04)

*Identities and change*

- Investigate who they are and the people in their world (VC2HPFP01)

**Personal and Social Capability**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them (VC2CPFS01)
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others (VC2CPFS02)

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used (VC2CPFS03)

*Social Awareness and Management – Relationships and diversity*

- Groups to which they, their family and their peers belong (VC2CPFO01)
- Actions required to include and care for others and make friends with peers, teachers and other adults (VC2CPFO02)

*Collaboration*

- Simple skills required for collaboration with peers (VC2CPFO03)
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict (VC2CPFO04)

## **Health and Physical Education**

### *Interacting with others*

- Practise personal and social skills to interact respectfully with others **VC2HPFP03**
- Identify emotions they experience **VC2HPFP04**

### *Moving our Bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space **VC2HPFM02**

### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities **VC2HPFM04**
- Cooperate with others when participating in physical activities **VC2HPFM05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them **VC2CPFS01**

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used **VC2CPFS03**

### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict **VC2CPFO04**

## **Gratitude Bookmarks – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Week 15:**

### **Name Chase – Curriculum Mapping**

#### **Health and Physical Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

##### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## The Things I Love – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Table Top Tennis – Curriculum Mapping

## **Health and Physical Education**

### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**

### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Empathy Role Play – Curriculum Mapping**

## **Health and Physical Education**

### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 16:

## Snowball Fight – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**

- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## The Feelings Journal – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Obstacle Course Relay – Curriculum Mapping

## **Health and Physical Education**

### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Kindness Pledge – Curriculum Mapping**

## **Health and Physical Education**

### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**

- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Week 17:**

### **Name Relations Game – Curriculum Mapping**

#### **Health and Physical Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

##### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## My Self-Respect Plan – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Four Corners – Curriculum Mapping

### Health and Physical Education

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Resilience Role Models – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Week 18:

## Double Circles – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **A Letter to My Future Self – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **The Tree House Meditation – Curriculum Mapping**

### **Health and Physical Education**

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Gratitude Postcards – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Week 19:

## Group Picture Creation – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## My Nature Walk – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Shadow Tag – Curriculum Mapping

### Health and Physical Education

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Kindness Partner Challenge – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 20:

## Lines and Blobs – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Sharing with Friends – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Scavenger Hunt Sprint – Curriculum Mapping**

### **Health and Physical Education**

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

## **Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Dice Towers – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 21:

## Jack in a Box – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Kindness Words – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Follow the Leader – Curriculum Mapping**

### **Health and Physical Education**

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Kindness Coupons – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Week 22:

## Yes, No, Up We Go – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

**Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **The Superpower of Patience – Curriculum Mapping**

### **Health and Physical Education**

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

**Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Sparkling Water Meditation – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Gratitude Walk – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

# Week 23:

## **Hot and Cold – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## My Favourite Memory – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Shadow Movement – Curriculum Mapping

### Health and Physical Education

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **I Am Respectful Pledge – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 24:

## Human Alphabet – Curriculum Mapping

### Health and Physical Education

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **My Friendship Tree – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Tag with a Twist – Curriculum Mapping

### Health and Physical Education

*Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Empathy Heart Tags – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 25:

## Apple, Orange and Banana – Curriculum Mapping

### Health and Physical Education

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **The Adventure of Exercise – Curriculum Mapping**

### **Health and Physical Education**

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **The Big Balloon Meditation – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## **Confidence Certificates – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 26:

## Catch Me If You Can – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Dreams for the World – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Colour Run – Curriculum Mapping**

### **Health and Physical Education**

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## **Secret Acts of Kindness – Curriculum Mapping**

### **Health and Physical Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

# Week 27:

## Fruit Fun Mover – Curriculum Mapping

### Health and Physical Education

#### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – **VC2HPFM01**
- Explore different ways of moving their body safely when manipulating objects and moving through space – **VC2HPFM02**
- Participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active – **VC2HPFM03**

#### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## My Happy Helpers – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

### Personal and Social Capabilities

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

#### *Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**
- Behaviours that support independence – **VC2CPFS05**

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

#### *Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Treasure Hunt Run – Curriculum Mapping

### Health and Physical Education

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

#### *Movement and Physical Activity – Moving the body*

- Practise fundamental movement skills and movement sequences using different body parts – **VC2MFMP01**
- Participate in games with and without equipment – **VC2MFMP02**

*Movement and Physical Activity – Understanding movement*

- Explore how regular physical activity keeps individuals healthy and well – **VC2MFUH01**

**Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

*Self Awareness and Management – Managing challenges*

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – **VC2CPFS04**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – **VC2CPFO04**

## Thank You Song – Curriculum Mapping

### Health and Physical Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**

**Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

*Collaboration*

- Simple skills required for collaboration with peers – **VC2CPFO03**

## Week 28:

### Draw Your Neighbour – Curriculum Mapping

#### **Health and Physical Education**

#### **Personal, Social and Health Education**

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – **VC2HPFP03**
- Identify emotions they experience – **VC2HPFP04**
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – **VC2HPFP05**

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – **VC2HPFM04**
- Cooperate with others when participating in physical activities – **VC2HPFM05**

#### **Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – **VC2CPFS01**
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – **VC2CPFS02**

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – **VC2CPFS03**

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – **VC2CPFO02**

### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **My Imagination Garden – Curriculum Mapping**

### **Health and Physical Education**

#### **Personal, Social and Health Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03

## **The Magic Castle Meditation – Curriculum Mapping**

### **Health and Physical Education**

#### **Personal, Social and Health Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

### **Personal and Social Capabilities**

***Self Awareness and Management – Emotional Awareness and Management***

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

***Self Awareness and Management – Self efficacy and sense of purpose***

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

***Self Awareness and Management – Managing challenges***

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

***Social Awareness and Management – Relationships and diversity***

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

***Collaboration***

- Simple skills required for collaboration with peers – VC2CPFO03

***Feeling Faces – Curriculum Mapping***

***Health and Physical Education***

***Personal, Social and Health Education***

***Interacting with others***

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – VC2HPFP05

***Personal and Social Capabilities***

***Self Awareness and Management – Emotional Awareness and Management***

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

***Self Awareness and Management – Self efficacy and sense of purpose***

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

*Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## Week 29:

**Guessing Game – Curriculum Mapping**

**Health and Physical Education**

**Personal, Social and Health Education**

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – VC2HPFP05

*Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – VC2HPFM04
- Cooperate with others when participating in physical activities – VC2HPFM05

**Personal and Social Capabilities**

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **Celebrating Differences – Curriculum Mapping**

### **Health and Physical Education**

#### **Personal, Social and Health Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **Mirror Movement – Curriculum Mapping**

### **Health and Physical Education**

#### **Movement and Physical Activity – Physical Education**

##### *Moving our bodies*

- Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings – VC2HPFM01
- Explore different ways of moving their body safely when manipulating objects and moving through space – VC2HPFM02

### *Learning through movement*

- Follow rules to promote fair play and inclusion in a range of physical activities – VC2HPFM04
- Cooperate with others when participating in physical activities – VC2HPFM05

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **Compliment Poster – Curriculum Mapping**

### **Health and Physical Education**

### **Personal, Social and Health Education**

#### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

## **Personal and Social Capabilities**

### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03
- Behaviours that support independence – VC2CPFS05

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

*Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

# Week 30:

## Gaze Locked In – Curriculum Mapping

### Health and Physical Education

### Personal, Social and Health Education

*Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04
- Explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy – VC2HPFP05

### Personal and Social Capabilities

*Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

*Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

*Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

*Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03

- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **My Imagination Adventure – Curriculum Mapping**

### **Health and Physical Education**

#### **Personal, Social and Health Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

### **Personal and Social Capabilities**

#### *Self Awareness and Management – Emotional Awareness and Management*

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

#### *Self Awareness and Management – Self efficacy and sense of purpose*

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

#### *Social Awareness and Management – Relationships and diversity*

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

##### *Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04

## **Your Secret Garden Meditation – Curriculum Mapping**

### **Health and Physical Education**

#### **Personal, Social and Health Education**

##### *Interacting with others*

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

### **Personal and Social Capabilities**

***Self Awareness and Management – Emotional Awareness and Management***

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

***Self Awareness and Management – Self efficacy and sense of purpose***

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03
- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

***Self Awareness and Management – Managing challenges***

- How problems and challenges are a part of everyday life, and actions that can be taken to manage them – VC2CPFS04

***Social Awareness and Management – Relationships and diversity***

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

***Collaboration***

- Simple skills required for collaboration with peers – VC2CPFO03

***My Memory Bank – Curriculum Mapping***

***Health and Physical Education***

***Personal, Social and Health Education***

***Interacting with others***

- Practise personal and social skills to interact respectfully with others – VC2HPFP03
- Identify emotions they experience – VC2HPFP04

***Personal and Social Capabilities***

***Self Awareness and Management – Emotional Awareness and Management***

- Verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them – VC2CPFS01
- Strategies for identifying and coping with negative emotions, and for considering the feelings of others – VC2CPFS02

***Self Awareness and Management – Self efficacy and sense of purpose***

- Examples of different personal strengths and interests; examples of when and how personal strengths are used – VC2CPFS03

***Social Awareness and Management – Relationships and diversity***

- Actions required to include and care for others and make friends with peers, teachers and other adults – VC2CPFO02

*Collaboration*

- Simple skills required for collaboration with peers – VC2CPFO03
- Verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict – VC2CPFO04