**Movement and Physical Activity Strand**

**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Sub-Strand** | | **Moving the body** | | | | **Understanding movement** | | | | **Learning through movement** | | | | | |
|  | **Content Description** | | Practise simple gross motor and fine motor skills in a range of environments showing increasing control  [(VCHPEM050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM050) | | Participate in simple games with support and begin to anticipate the next step in familiar physical routines  [(VCHPEM051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM051) | | Explore how regular physical activity keeps them healthy and well  [(VCHPEM052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM052) | | Identify their pathway through a space and use vocabulary associated with movement to describe how their body moves in relation to space, objects and people  [(VCHPEM053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM053) | | Cooperate with others and demonstrate characteristics of a good sport when participating in physical activities  [(VCHPEM054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM054) | | Test possible solutions to movement challenges by negotiating the space around them and manipulate objects  [(VCHPEM055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM055) | | Follow basic safety directions, and familiar game rules when participating in physical activities  [(VCHPEM056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM056) | |
| **Unit** | **Focus Area Code/s** | **Semester/**  **Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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| **Level C Achievement Standard** | **Level D Achievement Standard -** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Foundation Achievement Standard** |
| By the end of Level C   * Students recognise key stages of life, how they have grown and changed. * They identify some obvious emotions and their cause. * They experience and become more independent with actions that help them be healthy, safe and physically active. * They identify some different settings where they can be active by matching an activity to a location. * They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment. * Students use personal and social skills to include others in a range of activities. * Students actively participate in personal care routines and attempt some basic tasks independently. * They demonstrate protective behaviours to keep them safe and healthy in different activities. * Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. * They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. * They identify when someone is upset or needs help. * They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions. | By the end of Level D   * Students recognise changes to their body over the year. (1) * They identify and describe basic emotions people experience and what makes them feel this way. (2) * They recognise some routine actions they do to help them to be healthy, safe and physically active. (3) * They identify different settings where they can be active and ways they move and play safely. (4) * They reflect upon how their body responds to movement. (5) * Students make use of personal and social skills in a range of activities to be healthy and work with others. (6) * In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. (7) * They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges. (8) | By the end of Foundation Level   * Students recognise how they are growing and changing. * They identify and describe the different emotions people experience. * They identify actions that help them be healthy, safe and physically active. * They identify different settings where they can be active and how to move and play safely. * They describe how their body responds to movement. * Students use personal and social skills when working with others in a range of activities. * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. * They perform fundamental movement skills and solve movement challenges. |

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| **Assessments** | | | | | | **Focus Areas** | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** | **Unit (Title)** | **Assessment** | **Achievement Standard/s** | * Alcohol and other drugs **(AD)** * Food and nutrition **(FN)** * Health benefits of physical activity **(HBPA)** * Mental health and wellbeing **(MH)** * Relationships and sexuality**(RS)** * Safety **(S)** | * Active play and minor games **(AP)** * Challenge and adventure activities **(CA)** * Fundamental movement skills **(FMS)** * Games and sports **(GS)** * Lifelong physical activities **(LLPA)** * Rhythmic and expressive activities **(RE)** |
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