**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 fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings  [(VCHPEM064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM064) | | Participate in games with and without equipment  [(VCHPEM065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM065) | | Explore how regular physical activity keeps individuals healthy and well  [(VCHPEM066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM066) | | Identify and describe how their body moves in relation to effort, space, time, objects and people  [(VCHPEM067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM067) | | Cooperate with others when participating in physical activities  [(VCHPEM068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM068) | | Use trial and error to test solutions to movement challenges  [(VCHPEM069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM069) | | Follow rules when participating in physical activities  [(VCHPEM070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM070) | |
| **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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| **Foundation Achievement Standard**- Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Levels 1 and 2 Achievement Standard** |
| By the end of Foundation Level   * Students recognise how they are growing and changing. (1) * They identify and describe the different emotions people experience. (2) * They identify actions that help them be healthy, safe and physically active. (3) * They identify different settings where they can be active and how to move and play safely. (4) * They describe how their body responds to movement. (5) * Students use personal and social skills when working with others in a range of activities. (6) * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7) * They perform fundamental movement skills and solve movement challenges. (8) | By the end of Level 2   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate the elements of movement. |

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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)** * Fundamental movement skills **(FMS)** * Rhythmic and expressive activities **(RE)** |
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