**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 whole-body movements and gross motor movement patterns  [(VCHPEM036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM036) | | Participate in a variety of physical education experiences and games with simple rules with equipment in a range of environments  [(VCHPEM037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM037) | | Engage in regular physical activities and explore the development of their ability and health  [(VCHPEM038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM038) | | Identify how their body moves and relate to space and objects  [(VCHPEM039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM039) | | Take turns with a partner or in small groups when participating in physical activities  [(VCHPEM040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM040) | | Test possible solutions to movement challenges through trial and error to maintain balance and coordination as they move over and through a range of surfaces and grasp and manipulate objects  [(VCHPEM041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM041) | | Follow simple movement instructions and safety rules when participating in structured physical activities  [(VCHPEM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM042) | |
| **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 B Achievement Standard** | **Level C Achievement Standard-** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| By the end of Level B   * Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. * Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. * Students recognise actions that help them be healthy, safe and physically active. * They can identify places where they play and participate in physical activity from an option of two images. * Students use personal and social skills to assist them to participate in a range of activities. * They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. * They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. | By the end of Level C   * Students recognise key stages of life, how they have grown and changed. (1) * They identify some obvious emotions and their cause. (2) * They experience and become more independent with actions that help them be healthy, safe and physically active. (3) * They identify some different settings where they can be active by matching an activity to a location. (4) * 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. (5) * Students use personal and social skills to include others in a range of activities. (6) * Students actively participate in personal care routines and attempt some basic tasks independently. (7) * They demonstrate protective behaviours to keep them safe and healthy in different activities. (8) * Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. (9) * They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. (10) * They identify when someone is upset or needs help. (11) * They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions. (12) | By the end of Level D   * Students recognise changes to their body over the year. * They identify and describe basic emotions people experience and what makes them feel this way. * They recognise some routine actions they do to help them to be healthy, safe and physically active. * They identify different settings where they can be active and ways they move and play safely. * They reflect upon how their body responds to movement. * Students make use of personal and social skills in a range of activities to be healthy and work with others. * In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. * They perform fundamental movement skills involving simple gross motor movements and solve basic 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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