Ideas for remote and flexible learning – Movement and Physical Activity strand, Health and Physical Education F–10

Health and Physical Education – Foundation Level

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| **Achievement standard** | |
| 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. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … perform fundamental movement skills  (VCHPEM064)  [(VCHPEM065)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM065) | * Play hopscotch (jump and hop). * Create a movement sequence (no equipment) that includes four different movements. * Participate in a [Cosmic Kids Yoga](https://www.youtube.com/user/CosmicKidsYoga) session. |
| Understanding movement | |
| … describe how their body responds to movement  [(VCHPEM066)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM066)  [(VCHPEM067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM067) | * Draw faces that show how your body responds to being active. * Share with a parent, carer or teacher what you enjoy doing to be active. * Perform a movement that is slow like a snail, fast like a cheetah, low like a lizard, tall like a giraffe, wide like an elephant, narrow like a snake, and/or small like a mouse. |
| Learning through movement | |
| … solve movement challenges  [(VCHPEM069)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM069)  [(VCHPEM070)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM070) | * See if you can hop like a rabbit, slide like a snake, jump like a kangaroo, waddle like a duck and leap like a leopard. * Make letters with your body, for example ‘A’, ‘X’, ‘C’ and ‘S’. * Balance on one foot; on your toes; with your hands and feet off the ground; with one hand and one foot on the ground. |

Health and Physical Education –Levels 1 and 2

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| **Achievement standard** | |
| 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. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … demonstrate fundamental movement skills in different movement situations  [(VCHPEM080)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM080)  [(VCHPEM081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM081)  [(VCHPEM082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM082) | * Practise bouncing a ball (inside or outside) with right and left hands. * Choose a piece of music and move to show changes in speed, direction and level of movement in response to changes in music tempo. * Create a game that you and your siblings, parents and/or carers can play together. |
| Understanding movement | |
| … identify … how the body reacts to different physical activities.  … perform movement sequences that incorporate the elements of movement.  [(VCHPEM083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM083)  [(VCHPEM084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM084) | * Use words or images to describe how you feel after running on the sport as fast as you can for five minutes, dancing to your favourite song, and going for a walk. * Create a movement sequence using a prop (e.g. scarf, baton, ball). * Create an obstacle course that includes objects to move under, over, through and between. |
| Learning through movement | |
| … test alternatives to solve movement challenges  [(VCHPEM086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM086) | * See if you can knock over an empty plastic bottle using a pair of rolled-up socks, a small ball and a larger ball when standing 1m, 3m and 5m away from the target. Which one was easiest/hardest? Why? * Skip continuously to find the highest number of skips you can do in a row. Try to beat your score using different strategies, e.g. skipping slowly, double jumps, two feet, single foot. * See if you can count to 10 while balancing on one foot and one hand; two knees and one hand; no hands or feet touching the ground. |

Health and Physical Education – Levels 3 and 4

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| **Achievement standard** | |
| By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.  Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … refine fundamental movement skills  [(VCHPEM097)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM097)  [(VCHPEM098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM098) | * Practise throwing, kicking and catching with equipment that is available. * Identify and practise a skill that links one or more locomotor skill with an object control skill (for example, dribbling a basketball or soccer ball, bouncing a football while walking or running). * Practise different techniques (underarm, overarm, kicking) to propel objects towards a target. |
| Understanding movement | |
| … understand the benefits of being fit and physically active.  [(VCHPEM100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM100)  … create and perform movement sequences using fundamental movement skills and the elements of movement.  [(VCHPEM101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM101) | * Examine the benefits of regular physical activity, including the influence on sleep, concentration and fitness. * Collect information to investigate which physical activities people in your local community engage in to maintain health, wellbeing and fitness. * Use a mirror to demonstrate symmetry, shapes and angles when performing movement skills, balances or movement sequences. |
| Learning through movement | |
| … solve movement challenges  [(VCHPEM103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM103) | * Devise three strategies to score a goal in any invasion game and predict the success or effectiveness of each strategy. * Develop and participate in a [‘star’ orienteering course](https://www.vicorienteering.asn.au/wp-content/uploads/SportingSchools_Core01_Star_Relay.pdf) using a map of your local area. Suggest the most efficient path to take to collect all controls in the shortest amount of time. * Complete a set of strength-based challenges: * perform a wall sit for 1 minute * plank for 1 minute * hold your arms out straight for 1 minute.   Each day for a week, try to beat your personal best time for each challenge. |

Health and Physical Education – Levels 5 and 6

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| **Achievement standard** | |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … perform specialised movement skills  … apply the elements of movement when composing and creating movement sequences.  [(VCHPEM115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM115)  [(VCHPEM116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM116)  [(VCHPEM117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM117) | * Practise leaping over different objects, lines in the footpath, chalk marks, pillows, etc. Consider how leaping can be transferred to successfully hurdle. * Compose a movement sequences that includes three balances and two forms of locomotion. * Practise movement skills that combine object control with locomotion using both dominant and non-dominant hands and feet. |
| Understanding movement | |
| … describe the key features of health-related fitness  [(VCHPEM118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM118) | * Create and participate in a fitness circuit designed to improve health-related fitness components. * Demonstrate and describe safe stretching activities to maintain and develop flexibility. * Examine the benefits of physical activity to social health and mental wellbeing. |
| Learning through movement | |
| … propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges  [(VCHPEM120)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM120)  [(VCHPEM121)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM121) | * Suggest a strategy to achieve the following movement outcomes: * restrict a home run being hit in T-ball * defend the goal in soccer * win a point in down-ball. * Identify and describe roles and responsibility of people involved in a team sport either at the grassroots or elite level. |

Health and Physical Education – Levels 7 and 8

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| **Achievement standard** | |
| By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … demonstrate control and accuracy when performing specialised movement skills.  … apply the elements of movement to compose and perform movement sequences.  [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133)  [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134)  [(VCHPEM135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135) | * Analyse your peers’ performance using ICT. Provide feedback to your peers to enhance performance. * When given a set of dance moves (0–9), where each number corresponds to a designated move, compose and perform a dance that represents your phone number. * Draw (on the footpath or on paper) the base of support for five different poses or balances. Explain why some are more stable than others. |
| Understanding movement | |
| … investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.  … apply and refine movement concepts and strategies to suit different movement situations.  … examine the cultural and historical significance of physical activities  [(VCHPEM136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM136)  [(VCHPEM137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137)  [(VCHPEM138)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM138) | * Participate in physical activities that develop health-related fitness components and monitor physical activity levels. * Throw a ball as high and as far as you can. Discuss how to adjust the angle of release so the ball reaches the greatest height and distance. * Participate via a virtual class or online video in a culturally significant physical activity from somewhere around the globe, and explore the links to the culture and heritage of the country of origin of the activity. |
| Learning through movement | |
| … apply and refine movement concepts and strategies to suit different movement situations  [(VCHPEM139)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM139)  [(VCHPEM140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM140)  [(VCHPEM141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM141) | * Perform the role of ‘fitness adviser’ for a member of your household and develop and enact a plan that will allow them to meet the physical activity guidelines for their age group. * Choose an invasion game and evaluate the two team’s defensive strategy to determine which was the better strategy. Justify your decision. * Select a sport and modify the rules, equipment, space or scoring system to make the game suitable for children aged 8 to 12. |

Health and Physical Education – Levels 9 and 10

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| **Achievement standard** | |
| By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.  Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | |
| **Relevant achievement standard extract and relevant content description codes** | **Possible home-adapted inquiries, investigations and practical activities** |
| Moving the body | |
| … apply and transfer movement concepts and strategies to new and challenging movement situations.  … apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances.  [(VCHPEM152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152)  [(VCHPEM153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153)  [(VCHPEM154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154) | * Perform a specialised movement skill (e.g. tennis serve, goal shooting, heading a soccer ball) and, using feedback from a variety of sources (watching elite athletes, written information, coach, teacher, peers), analyse your performance and write a report that provides feedback on how to refine the skill. * Develop a race strategy for one of the following events: 400m sprint, 1500m race, 5km fun run. * Watch and perform a line dance. From your observations, develop criteria for the key components needed for the composition of a line dance. |
| Understanding movement | |
| … propose and evaluate interventions to improve fitness and physical activity levels in their communities.  [(VCHPEM155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM155)  [(VCHPEM156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156)  [(VCHPEM157)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM157) | * Design, implement and evaluate a personalised plan for improving or maintaining fitness levels. * Demonstrate and describe how the body can absorb force, using a specific sporting example. * Explore the impact of the media messages associated with physical activity during the coronavirus (COVID-19) restrictions. |
| Learning through movement | |
| … work collaboratively to design and apply solutions to movement challenges.  … explain the importance of … fair play across a range of health and movement contexts.  [(VCHPEM159)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM159)  [(VCHPEM160)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM160) | * Teach yourself a ‘trick shot’ or an unfamiliar movement task or skill from a sport of your choice and practise it. Reflect on your level of motivation, persistence and commitment to completing the skill successfully. * Demonstrate how a player can ‘move into space’ in a game of netball, soccer and AFL to achieve a set outcome (e.g. receive the ball out of defence). * Research an incident of unethical behaviour in sport and discuss the short- and long-term ramifications of the behaviour for the individual and the sport more broadly. |