**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  **Sub-Strand** | **Moving the body** | **Understanding movement** | **Learning through movement** |
|  | **Content Description** | Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings [(VCHPEM080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM080) | Construct and perform imaginative and original movement sequences in response to stimuli[(VCHPEM081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM081) | Create and participate in games [(VCHPEM082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM082) | Discuss the body’s reactions to participating in physical activities [(VCHPEM083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM083) | Incorporate elements of effort, space, time, objects and people in performing simple movement sequences [(VCHPEM084)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM084) | Use strategies to work in group situations when participating in physical activities [(VCHPEM085)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM085) | Propose a range of alternatives and test their effectiveness when solving movement challenges[(VCHPEM086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM086) | Identify rules and fair play when creating and participating in physical activities [(VCHPEM087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM087) |
| **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 # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Foundation Achievement Standard** | **Levels 1 and 2 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 3 and 4 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.
 | By the end of Level 2* Students describe changes that occur as they grow older. (1)
* They recognise how strengths and achievements contribute to identities. (2)
* They understand how emotional responses impact on others’ feelings. (3)
* They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. (4)
* They identify areas where they can be active and how the body reacts to different physical activities. (5)
* Students demonstrate positive ways to interact with others. (6)
* 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. (7)
* They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8)
* They perform movement sequences that incorporate the elements of movement. (9)
 | 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.
 |

|  |  |
| --- | --- |
| **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)**
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |