**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** | Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings [(VCHPEM097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM097) | Perform movement sequences which link fundamental movement skills [(VCHPEM098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM098) | Practise and apply movement concepts and strategies [(VCHPEM099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM099) | Examine the benefits of physical activity and physical fitness to health and wellbeing [(VCHPEM100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM100) | Combine the elements of effort, space, time, objects and people when performing movement sequences[(VCHPEM101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM101) | Adopt inclusive practices when participating in physical activities [(VCHPEM102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM102) | Apply innovative and creative thinking in solving movement challenges [(VCHPEM103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM103) | Apply basic rules and scoring systems, and demonstrate fair play when participating[(VCHPEM104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM104) |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 5 and 6 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.
 | By the end of Level 4* Students recognise strategies for managing change.(1)
* They examine influences that strengthen identities. (2)
* They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. (3)
* Students interpret health messages and discuss the influences on healthy and safe choices.(4)
* They understand the benefits of being fit and physically active.(5)
* They describe the connections they have to their community and how these can promote health and wellbeing.(6)
* Students apply strategies for working cooperatively and apply rules fairly.(7)
* They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.(8)
* They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.(9)
* They create and perform movement sequences using fundamental movement skills and the elements of movement.(10)
 | 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.
 |

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