**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** | Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133) | Compose and perform movement sequences for specific purposes in a variety of contexts[(VCHPEM134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134) | Practise, apply and transfer movement concepts and strategies [(VCHPEM135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135) | Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans[(VCHPEM136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM136) | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [(VCHPEM137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137) | Participate in and investigate the cultural and historical significance of a range of physical activities[(VCHPEM138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM138) | Practise and apply personal and social skills when undertaking a range of roles in physical activities[(VCHPEM139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM139) | Evaluate and justify reasons for decisions and choices of action when solving movement challenges[(VCHPEM140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM140) | Modify rules and scoring systems to allow for fair play, safety and inclusive participation[(VCHPEM141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM141) |
| **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 # | CD  | Achievement standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 9 and 10 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.
 | By the end of Level 8* Students investigate strategies and resources to manage changes and transitions and their impact on identities. (1)
* Students evaluate the benefits of relationships on wellbeing and respecting diversity.(2)
* They analyse factors that influence emotional responses.(3)
* They gather and analyse health information.(4)
* They investigate strategies that enhance their own and others’ health, safety and wellbeing.(5)
* They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.(6)
* They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.(7)
* Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.(8)
* They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.(9)
* Students demonstrate control and accuracy when performing specialised movement skills.(10)
* They apply and refine movement concepts and strategies to suit different movement situations.(11)
* They apply the elements of movement to compose and perform movement sequences.(12)
 | 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.
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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)**
 | * Challenge and adventure activities **(CA)**
* Games and sports **(GS)**
* Lifelong physical activities **(LLPA)**
* Rhythmic and expressive activities **(RE)**
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