**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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