**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** | Practise basic gross motor movements[(VCHPEM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM022) | Engage in a variety of physical activities and explore basic play equipment [(VCHPEM023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM023) | Engage in regular physical activities and explore the development of their ability [(VCHPEM024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM024) | Explore the space around them and learn to move in relation to effort, space and objects [(VCHPEM025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM025) | Cooperate with an adult to use equipment during physical activity [(VCHPEM026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM026) | Use trial and error to develop balance, independent moving across surfaces and manipulation skills[(VCHPEM027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM027) | Follow basic single word instructions when participating in structured physical activities[(VCHPEM028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM028) |
| **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 # |
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| **Level A Achievement Standard** | **Level B Achievement Standard-** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Level C Achievement Standard**  |
| By the end of Level A* Students recognise themselves.
* They demonstrate different emotions people experience.
* They participate in actions that help them to be healthy, safe and physically active.
* They experience different settings where they can be active.
* Students show general awareness of body position and own body when moved by others.
* Students develop personal and social skills in a range of activities.
* Students begin to demonstrate an awareness and recognition of familiar people and routine activities.
* They demonstrate attachments and trust with familiar adults.
* They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities.
* They coactively perform fundamental movement skills and explore basic movement challenges.
 | By the end of Level B* Students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. (1)
* Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. (2)
* Students recognise actions that help them be healthy, safe and physically active. (3)
* They can identify places where they play and participate in physical activity from an option of two images. (4)
* Students use personal and social skills to assist them to participate in a range of activities. (5)
* They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. (6)
* They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. (7)
 |  By the end of Level C* Students recognise key stages of life, how they have grown and changed.
* They identify some obvious emotions and their cause.
* They experience and become more independent with actions that help them be healthy, safe and physically active.
* They identify some different settings where they can be active by matching an activity to a location.
* They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.
* Students use personal and social skills to include others in a range of activities.
* Students actively participate in personal care routines and attempt some basic tasks independently.
* They demonstrate protective behaviours to keep them safe and healthy in different activities.
* Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things.
* They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving.
* They identify when someone is upset or needs help.
* They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.
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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)**
 | * 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)**
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