**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** | | 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 # |
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| **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. |

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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)** * Fundamental movement skills **(FMS)** * Rhythmic and expressive activities **(RE)** |
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