**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 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 # |
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| **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. |

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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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