**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 fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings [(VCHPEM064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM064) | Participate in games with and without equipment[(VCHPEM065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM065) | Explore how regular physical activity keeps individuals healthy and well [(VCHPEM066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM066) | Identify and describe how their body moves in relation to effort, space, time, objects and people[(VCHPEM067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM067) | Cooperate with others when participating in physical activities [(VCHPEM068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM068) | Use trial and error to test solutions to movement challenges [(VCHPEM069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM069) | Follow rules when participating in physical activities[(VCHPEM070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM070) |
| **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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| **Foundation Achievement Standard**- Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 1 and 2 Achievement Standard**  |
| By the end of Foundation Level* Students recognise how they are growing and changing. (1)
* They identify and describe the different emotions people experience. (2)
* They identify actions that help them be healthy, safe and physically active. (3)
* They identify different settings where they can be active and how to move and play safely. (4)
* They describe how their body responds to movement. (5)
* Students use personal and social skills when working with others in a range of activities. (6)
* They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7)
* They perform fundamental movement skills and solve movement challenges. (8)
 | 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.
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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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