

Victorian Curriculum: Health & Physical Education - Movement and Physical Activity - Strands with Sub-stands with Elaborations*Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials***BOLDED TEXT DENOTES PROGRESSION**

SUB-STRANDS							
Year Level Indicators	Level Band Description	Movement and Physical Activity					
		Moving the body		Understanding movement		Learning through movement	
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Foundation	<p>The Foundation Level curriculum provides the basis for developing the knowledge, understanding and skills students need to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and describes simple actions they can take to keep themselves and their classmates healthy and safe.</p> <p>The content explores the people that are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.</p> <p>The Foundation Level curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings, including indoor, outdoor and aquatic.</p> <p>The focus areas to be addressed in Foundation include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (focusing on safe use of medicines) (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (focusing on relationships) (RS) • safety (S) • active play and minor games (AP) • fundamental movement skills (FMS) • rhythmic and expressive movement activities (RE). 	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings	<ul style="list-style-type: none"> • Performing locomotor skills in any direction from one point to another • Sending, controlling and receiving objects at different levels and in different ways • Performing a range of water confidence skills • Creating movement sequences without equipment • Responding with movement to rhythm, beat, music and words 	Explore how regular physical activity keeps individuals healthy and well	<ul style="list-style-type: none"> • Describing their feelings after participating in different physical activities • Describing how the body responds to participating in different physical activities • Sharing the things they enjoy about being physically active • Identifying how regular physical activity can help keep people healthy 	Cooperate with others when participating in physical activities	<ul style="list-style-type: none"> • Working with a partner or small group to complete a movement task or challenge • Mirroring a partner while moving to music • Using words and body language to communicate intentions clearly when playing minor games
		Participate in games with and without equipment	<ul style="list-style-type: none"> • Participating in games that require students to be aware of personal safety and game boundaries • Participating in games from other cultures • Participating in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes 	Identify and describe how their body moves in relation to effort, space, time, objects and people	<ul style="list-style-type: none"> • Moving at different speeds and in different directions with others in a designated area • Demonstrating the difference between personal space and general space in physical activities • Describing body positions when performing a range of different movements 	Use trial and error to test solutions to movement challenges	<ul style="list-style-type: none"> • Attempting different ways to solve a movement challenge and discussing which ways were successful or not • Trialling a number of techniques when trying new movement activities • Making positive choices when faced with a decision about how they participate in a movement activity • Performing a new movement task for others in their group or class
						Follow rules when participating in physical activities	<ul style="list-style-type: none"> • Following instructions for personal safety and fair play • Responding to a whistle and commands when participating in physical activities • Identifying boundaries such as personal space and playing area • Demonstrating appropriate use of equipment
Foundation Achievement Standard NOTE: The Standards are not divided into Strands or Sub-stands.	<p>By the end of Foundation Level, students recognise how they are growing and changing.</p> <p>They identify and describe the different emotions people experience.</p> <p>They identify actions that help them be healthy, safe and physically active.</p> <p>They identify different settings where they can be active and how to move and play safely.</p> <p>They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.</p>	They perform fundamental movement skills		They describe how their body responds to movement.		and solve movement challenges.	
						Students use personal and social skills when working with others in a range of activities.	

Year Level Indicators	Level Band Description	Moving the body		Understanding movement		Learning through movement	
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Levels 1 and 2	<p>The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity.</p> <p>The content enables students to explore their own sense of self and the factors that contribute to and influence their identities.</p> <p>Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.</p> <p>The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help.</p> <p>The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform in a range of settings, including indoor, outdoor and aquatic.</p> <p>They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.</p> <p>Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence during movement activities.</p> <p>The focus areas to be addressed in Levels 1 and 2 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (focusing on safe use of medicines) (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (focusing on relationships) (RS) • safety (S) • active play and minor games (AP) • fundamental movement skills (FMS) • rhythmic and expressive movement activities (RE). 	<p>Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>(VCHPEM080)</p>	<ul style="list-style-type: none"> • Performing locomotor movements using different body parts • Performing fundamental movement skills involving controlling objects with equipment and different parts of the body • Demonstrating balances and describing what helps to maintain stable positions • Demonstrating how to transfer weight from one part of the body to another • Demonstrating fundamental movement and safety skills in water 	<p>Discuss the body's reactions to participating in physical activities</p> <p>(VCHPEM083)</p>	<ul style="list-style-type: none"> • Participating in activities of different intensity and comparing the body's reactions • Identifying positive feelings they experience when participating in physical activities • Participating in new and unfamiliar activities and describing how they felt about the experience 	<p>Use strategies to work in group situations when participating in physical activities</p> <p>(VCHPEM085)</p>	<ul style="list-style-type: none"> • Working cooperatively with a partner when practising new skills • Describing and demonstrating how to include others in physical activity • Suggesting and trialling how a game can be changed so that everyone can be involved
		<p>Construct and perform imaginative and original movement sequences in response to stimuli</p> <p>(VCHPEM081)</p>	<ul style="list-style-type: none"> • Demonstrating changes in speed, direction and level of movement in response to changes in music tempo • Creating, following, repeating and altering movement sequences in response to rhythm, music or words • Selecting and implementing different movement skills to be successful in a game 	<p>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</p> <p>(VCHPEM084)</p>	<ul style="list-style-type: none"> • Comparing different types of movements and identifying which ones are easier and harder and why this might be the case • Performing movements under, over, through and between objects, people and equipment • Demonstrating how they can balance on different parts of the body and make different shapes 	<p>Propose a range of alternatives and test their effectiveness when solving movement challenges</p> <p>(VCHPEM086)</p>	<ul style="list-style-type: none"> • Predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective • Asking for and responding to feedback from peers or teachers on their performance • Reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully
		<p>Create and participate in games</p> <p>(VCHPEM082)</p>	<ul style="list-style-type: none"> • Inventing games with rules using one or two pieces of equipment • Participating in games that use a number of different fundamental movement skills • Using stimuli such as equipment, rhythm, music and words to create games 			<p>Identify rules and fair play when creating and participating in physical activities</p> <p>(VCHPEM087)</p>	<ul style="list-style-type: none"> • Explaining why rules are needed in games and physical activities • Demonstrating turn-taking and sharing equipment when participating in minor games • Explaining how rules contribute to fair play and applying them in group activities
Levels 1 & 2 Achievement Standard	<p>By the end of Level 2, students describe changes that occur as they grow older.</p> <p>They recognise how strengths and achievements contribute to identities.</p> <p>They understand how emotional responses impact on others' feelings.</p> <p>They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.</p> <p>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.</p>	They identify areas where they can be active...		...and identify how the body reacts to different physical activities.		... and test alternatives to solve movement challenges.	
		They demonstrate fundamental movement skills in different movement situations...		They perform movement sequences that incorporate the elements of movement.		Students demonstrate positive ways to interact with others.	

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Year Level Indicators	Level Band Description	Moving the body		Understanding movement		Learning through movement	
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Levels 5 and 6	<p>The Levels 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation.</p> <p>Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.</p> <p>The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.</p> <p>Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport.</p> <p>Students in Levels 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to communicate and problem-solve in teams or groups in movement settings.</p> <p>By Level 6, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate.</p> <p>The focus areas to be addressed in Levels 5 and 6 include, but are not limited to:</p> <ul style="list-style-type: none"> • 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) • fundamental movement skills (FMS) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 	<p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</p> <p>(VCHPEM115)</p>	<ul style="list-style-type: none"> • Applying stability and locomotor skills to dodge and feint in different movement situations • Applying kicking, striking and throwing skills to propel an object and keep it in motion • Combining surface propulsion and underwater skills in an aquatic environment • Performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting • Jumping with control for height and distance using a variety of body positions 	<p>Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing</p> <p>(VCHPEM118)</p>	<ul style="list-style-type: none"> • Creating and participating in a fitness circuit designed to improve health-related fitness components • Demonstrating and describing safe stretching activities which maintain and develop flexibility • Examining the benefits of physical activity to social health and mental wellbeing • Participating in a range of physical activities and exploring their health, skill and fitness benefits • Examining and describing health-related and skill-related components of fitness 	<p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p> <p>(VCHPEM120)</p>	<ul style="list-style-type: none"> • Understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants • Demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations • Using reflective listening when working in small groups on movement tasks or challenges • Exploring and performing the duties and responsibilities of different roles for a range of physical activities
		<p>Design and perform a variety of movement sequences</p> <p>(VCHPEM116)</p>	<ul style="list-style-type: none"> • Composing movement sequences including balances to travel from point to point • Performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing • Experimenting with different music genres such as Indian Bhangra music when performing creative dances • Designing a sequence of passes between team-mates to maintain possession or move a piece of equipment from one point to another • Designing and participating in a simple fitness circuit involving activities that require different types of movement 	<p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p> <p>(VCHPEM119)</p>	<ul style="list-style-type: none"> • Demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control • Creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time • Working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances 	<p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p> <p>(VCHPEM121)</p>	<ul style="list-style-type: none"> • Recognising that there may be a number of solutions to movement challenges and justifying which solution is most appropriate or effective • Applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge • Assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences • Devising strategies and formulating plans to assist in successfully performing new movement skills
		<p>Propose and apply movement concepts and strategies</p> <p>(VCHPEM117)</p>	<ul style="list-style-type: none"> • Demonstrating defensive and offensive play in modified games • Proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment • Proposing and applying movement concepts and strategies to safely traverse a natural environment 			<p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities</p> <p>(VCHPEM122)</p>	<ul style="list-style-type: none"> • Explaining why infringements result in consequences such as a penalty or free pass • Proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest • Correctly interpreting and applying rules in physical activities
		<p>By the end of Level 6, students investigate developmental changes and transitions.</p> <p>They understand the influences people and places have on personal identities.</p> <p>They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</p> <p>They describe their own and others' contributions to health, physical activity, safety and wellbeing.</p> <p>They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</p> <p>They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</p> <p>They access and interpret health information.</p> <p>They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.</p>					
Levels 5 & 6 Achievement Standard	<p>By the end of Level 6, students investigate developmental changes and transitions.</p> <p>They understand the influences people and places have on personal identities.</p> <p>They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</p> <p>They describe their own and others' contributions to health, physical activity, safety and wellbeing.</p> <p>They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</p> <p>They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</p> <p>They access and interpret health information.</p> <p>They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.</p>	<p>They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</p>					
<p>Levels 5 & 6 Achievement Standard</p> <p>Note: The Achievement Standards are not divided into strands or sub-strands</p>		<p>They apply the elements of movement when composing and creating movement sequences.</p>				<p>Students demonstrate skills to work collaboratively and play fairly.</p>	