

CURRICULUM MAPPING

LEVEL FOUNDATION - VICTORIAN CURRICULUM



CURRICULUM AREA	STRAND OR ELEMENT	LESSON NUMBER																			
		WEEK 1				WEEK 2				WEEK 3				WEEK 4				WEEK 5			
		A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4
HEALTH AND PHYSICAL EDUCATION	PERSONAL, SOCIAL AND COMMUNITY HEALTH																				
	MOVEMENT AND PHYSICAL ACTIVITY.																				
PERSONAL AND SOCIAL CAPABILITY	SELF AWARENESS AND MANAGEMENT																				
	SOCIAL AWARENESS AND MANAGEMENT																				

CURRICULUM MAPPING

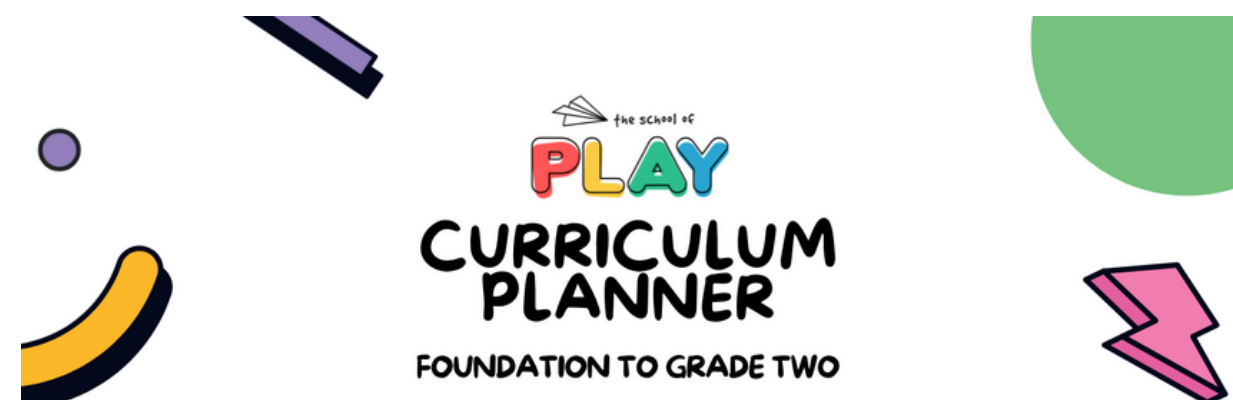
LEVEL FOUNDATION - VICTORIAN CURRICULUM



CURRICULUM AREA	STRAND OR ELEMENT	LESSON NUMBER																			
		WEEK 6				WEEK 7				WEEK 8				WEEK 9				WEEK 10			
		A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4
HEALTH AND PHYSICAL EDUCATION	PERSONAL, SOCIAL AND COMMUNITY HEALTH																				
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PERSONAL AND SOCIAL CAPABILITY	SELF AWARENESS AND MANAGEMENT																				
	SOCIAL AWARENESS AND MANAGEMENT																				

UNIT OUTLINE

10 WEEKS OF ACTIVITIES

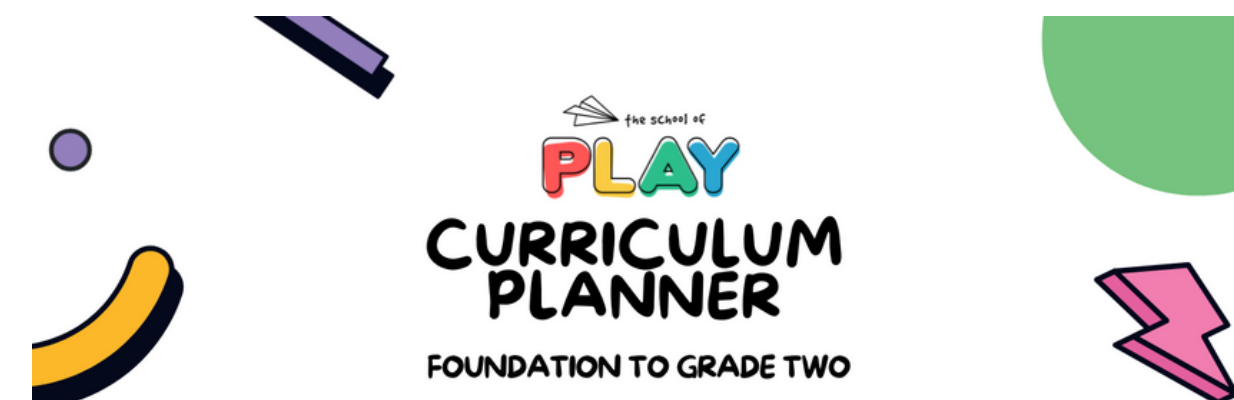


CURRICULUM PLANNER

FOUNDATION TO GRADE TWO

WEEKS	PLAY	WRITTEN	EXERCISE & MOVEMENT	GRATITUDE & GIVING
1	HAPPY FACE MEAN FACE	MY KINDNESS JOURNAL	OLD MACDONALD HAD A FITNESS FARM	GRATITUDE ON DISPLAY
2	HEAD, SHOULDERS, KNEES, TOES ADD UP	MY EMPATHY TREE	WHAT ANIMAL WOULD YOU BE?	SIX IN A ROW EMOJI
3	SET GO	THE BEST ME TODAY	OFF TO THE BIG GAME	GRATITUDE CHARADES
4	WALK, STOP, NAME, CLAP	SUPERPOWER STRENGTHS	TOUR DE FRANCE BIKE RACE	THE HAPPINESS BOOMERANG
5	PSR MASTER	MY HEALTHY BODY PLAN	ALICE IN WONDERLAND MOVEMENT ADVENTURE	EMOJI NAUGHTS & CROSSES





CURRICULUM PLANNER

FOUNDATION TO GRADE TWO

WEEKS	PLAY	WRITTEN	EXERCISE & MOVEMENT	GRATITUDE & GIVING
6	PAPER SCISSORS ROCK CHEER SQUAD	HAPPY THOUGHTS JOURNAL	SPORTS ADVENTURE STORY	GRATITUDE Pictionary
7	JUMP SPIN FUN	MY DREAM DAY	AFRICAN SAFARI	DICE ELIMINATOR PARTNER CHALLENGE
8	LEFT, RIGHT, UP, OR DOWN	KINDNESS STARTS WITH ME	THE AMAZING BANK ROBBERY	5 SENSES OF GRATITUDE
9	ONE TWO THREE	COMPLIMENT TIME	NURSERY RHYME MASH-UP	MASTER CHEF GROUP GRATITUDE
10	YAY, NAY, LET'S STAY	GRATITUDE RAINBOW	FIVE LITTLE MONKEYS	WELLNESS GUESS WHO





CURRICULUM MAPPING

LEVEL 3 & 4 VICTORIAN CURRICULUM



LESSON #

WEEK ONE

WEEK TWO

WEEK THREE

LEARNING INTENTION

Learning Intentions:

- 1. Physical Movement & Coordination:**
 - Happy Face Mean Face* emphasised quick thinking, physical movement, and the ability to synchronise movements with a partner, while also keeping the energy high and fun.
- 2. Reflection on Kindness:**
 - My Kindness Journal* encouraged students to reflect on and appreciate both the kindness they've given and received, fostering empathy and gratitude in the process.
- 3. Storytelling & Physical Engagement:**
 - Old MacDonald Had a Fitness Farm* combined movement with storytelling, making fitness fun and memorable while encouraging imagination and creativity.
- 4. Gratitude Expression & Reflection:**

Gratitude on Display encouraged students to reflect on the things they are thankful for, express their gratitude creatively, and share it with others, enhancing a collective sense of positivity.

Learning Intentions:

- 1. Social Interaction & Connection:**
 - Head, Shoulders, Knees, Toes Add Up* promoted teamwork and collaboration, helping students practice social skills and build friendships in a relaxed and fun setting.
- 2. Emotional Awareness & Empathy:**
 - My Empathy Tree* helped children recognise and reflect on how their actions impact others emotionally, fostering empathy through creative expression.
- 3. Imagination & Physical Coordination:**
 - What Animal Would You Be?* encouraged students to engage their imaginations while participating in physical movement, improving motor skills through animal movements.
- 4. Emotional Expression & Communication:**

Six in a Row Emoji helped students identify and reflect on their emotions, promoting open communication and empathy as they shared their experiences with a partner.

Learning Intentions:

- 1. Quick Thinking & Counting:**
 - Set Go* encouraged quick mental calculations and rapid decision-making, boosting students' mental agility while keeping them physically active.
- 2. Goal Setting & Self-Reflection:**
 - The Best Me Today* guided students in setting personal goals for the day, helping them reflect on their potential and encouraging self-motivation.
- 3. Imaginative Movement & Coordination:**
 - Off to the Big Game* involved students using their imagination to perform a variety of stretches and movements, promoting flexibility and coordination.
- 4. Gratitude Expression & Teamwork:**

Gratitude Charades helped students practice gratitude through creative expression, fostering empathy and teamwork through collaborative play.

SUCCESS CRITERIA

Success Criteria:

- 1. Active Participation & Fun Engagement:**
 - In *Happy Face Mean Face*, students engaged enthusiastically in jumping, spinning, and performing burpees, matching facial expressions with their partner and interacting positively throughout.
- 2. Reflection & Empathy Building:**
 - In *My Kindness Journal*, students reflected on and creatively expressed acts of kindness, developing empathy by considering how kindness impacts both the giver and the receiver.
- 3. Creativity & Imagination:**
 - In *Old MacDonald Had a Fitness Farm*, students actively participated in the story while performing corresponding exercises, using their imagination to embody various farm animals through movement.
- 4. Creative Expression & Reflection:**

In *Gratitude on Display*, students expressed gratitude on sticky notes and placed them on the wall, reflecting on their own blessings while also appreciating the collective gratitude of the group.

Success Criteria:

- 1. Active Participation & Fun Engagement:**
 - In *Head, Shoulders, Knees, Toes Add Up*, students actively participated by performing gestures, staying engaged and encouraging each other throughout the rounds.
- 2. Empathy Building & Self-Reflection:**
 - In *My Empathy Tree*, students reflected on how their actions helped others feel better and expressed their emotions creatively through writing or drawing.
- 3. Imagination & Physical Activity:**
 - In *What Animal Would You Be?*, students enthusiastically acted out animal movements, engaging their bodies and imaginations while following instructions.
- 4. Emotional Expression & Reflection:**

In *Six in a Row Emoji*, students reflected on different emotions and shared personal experiences, strengthening emotional awareness and communication skills.

Success Criteria:

- 1. Active Participation & Engagement:**
 - In *Set Go*, students actively participated in quick counting and finger gestures, staying engaged with enthusiasm and energy.
 - In *The Best Me Today*, students focused on setting personal goals and reflecting on how achieving them would make them feel.
- 2. Physical Coordination & Imagination:**
 - In *Off to the Big Game*, students demonstrated coordination and flexibility through a series of stretches, all while using their imaginations to bring the story to life.
- 3. Creative Gratitude Expression & Empathy:**

In *Gratitude Charades*, students used body language and gestures to express gratitude, and cooperated with teammates to guess gratitude-related prompts.

ACTIVITIES

Activity 1: Happy Face Mean Face
Activity 2: My Kindness Journal
Activity 3: Old MacDonald Had a Fitness Farm
Activity 4: Gratitude on Display

Activity 1: Head, Shoulders, Knees, Toes Add Up
Activity 2: My Empathy Tree
Activity 3: What Animal Would You Be?
Activity 4: Six in a Row Emoji

Activity 1: Set Go
Activity 2: The Best Me Today
Activity 3: Off to the Big Game
Activity 4: Gratitude Charades

VIC. CURRICULUM

[Week one curriculum mapping here](#)

[Week two curriculum mapping here](#)

[Week three curriculum mapping here](#)

CURRICULUM MAPPING LEVEL 3 & 4 VICTORIAN CURRICULUM			
			
LESSON #	WEEK FOUR	WEEK FIVE	WEEK SIX
LEARNING INTENTION	Learning Intentions: Listening & Following Instructions: <i>Walk, Stop, Name, Clap</i> aimed to develop listening skills, reaction times, and physical coordination through simple but fast-paced commands. Recognising & Celebrating Strengths: <i>Superpower Strengths</i> encouraged children to reflect on their unique qualities and strengths, allowing them to express and appreciate what makes them special. Imaginative Movement & Creativity: <i>Tour De France Bike Race</i> incorporated imaginative play and physical movement as students pretended to race in the Tour de France, performing different exercises to simulate various race challenges. Spreading Kindness & Gratitude: <i>The Happiness Boomerang</i> focused on spreading kindness by sending positive messages to others, helping students reflect on the emotional impact of gratitude and appreciation.	Learning Intentions: Physical Coordination & Group Cooperation: <i>PSR Master</i> allowed students to follow physical commands and participate in full-body movements based on the game of Paper, Scissors, Rock. Healthy Habits & Self-Reflection: <i>My Healthy Body Plan</i> helped students identify healthy habits and reflect on how they contribute to their physical and emotional well-being. Imaginative Physical Movement: <i>Alice in Wonderland Movement Adventure</i> blended fitness with creativity as students acted out different parts of the Alice in Wonderland story through physical movements. Emotional Awareness & Communication: <i>Emoji Naughts & Crosses</i> used the classic game of tic-tac-toe to encourage emotional reflection, helping students connect their feelings to simple game play.	Learning Intentions: Teamwork & Cooperation: <i>Paper Scissors Rock Cheer Squad</i> encouraged students to work together, forming cheer trains while participating in a fun, physical game. Emotional Reflection & Positive Thinking: <i>Happy Thoughts Journal</i> guided students to identify positive moments in their day, express their feelings, and plan for more happiness in the future. Physical Fitness Through Imagination: <i>Sports Adventure Story</i> blended physical exercise with storytelling, encouraging students to act out movements tied to different sports events and athletes. Expressing Gratitude Creatively: <i>Gratitude Pictionary</i> helped students express gratitude through drawings, fostering empathy and helping students connect with others in a non-verbal way.
SUCCESS CRITERIA	Success Criteria: Active Participation & Engagement: - In <i>Walk, Stop, Name, Clap</i>, students actively followed commands with enthusiasm, building physical coordination and social interaction. - In <i>Superpower Strengths</i>, students creatively expressed their strengths through drawing and storytelling. Physical Coordination & Imagination: - In <i>Tour De France Bike Race</i>, students performed movements such as squats, jumps, and planks while using their imagination to navigate through race challenges. Kindness & Reflection: In <i>The Happiness Boomerang</i>, students spread kindness through thoughtful messages and reflected on the joy of giving, enhancing their emotional awareness and empathy.	Success Criteria: Active Participation & Engagement: - In <i>PSR Master</i>, students enthusiastically participated in the full-body version of Paper, Scissors, Rock, performing physical activities based on the outcome of each round. - In <i>My Healthy Body Plan</i>, students reflected on their health by identifying and illustrating healthy habits. Imaginative Movement & Fitness: - In <i>Alice in Wonderland Movement Adventure</i>, students followed instructions to act out various story elements, engaging in fitness activities like bunny hops, squats, and push-ups. Emotional Reflection & Communication: In <i>Emoji Naughts & Crosses</i>, students shared their emotions based on the emoji prompts before making their moves, fostering emotional awareness and communication.	Success Criteria: Active Participation & Teamwork: - In <i>Paper Scissors Rock Cheer Squad</i>, students actively participated in challenges, worked as part of a team, and cheered for others. - In <i>Sports Adventure Story</i>, students engaged in various movements and showed creativity in imagining themselves as athletes. Emotional Expression & Self-Reflection: - In <i>Happy Thoughts Journal</i>, students reflected on happy moments, wrote or drew about them, and planned for future positive moments. - In <i>Gratitude Pictionary</i>, students expressed their gratitude through drawings, participated in guessing, and shared the meaning behind their gratitude. Building Connections & Empathy: <i>Gratitude Pictionary</i> allowed students to connect by sharing what they were grateful for, strengthening positive relationships within the group.
ACTIVITIES	Activity 1: Walk, Stop, Name, Clap Activity 2: Superpower Strengths Activity 3: Tour De France Bike Race Activity 4: The Happiness Boomerang	Activity 1: PSR Master Activity 2: My Healthy Body Plan Activity 3: Alice in Wonderland Movement Adventure Activity 4: Emoji Naughts & Crosses	Activity 1: Paper Scissors Rock Cheer Squad Activity 2: Happy Thoughts Journal Activity 3: Sports Adventure Story Activity 4: Gratitude Pictionary
VIC. CURRICULUM	<u>Week four curriculum mapping here</u>	<u>Week five curriculum mapping here</u>	<u>Week six curriculum mapping here</u>

CURRICULUM MAPPING

LEVEL 3 & 4 VICTORIAN CURRICULUM



LESSON #	WEEK SEVEN	WEEK EIGHT	WEEK NINE
LEARNING INTENTION	Learning Intentions: 1. Physical Activity & Coordination: <i>Jump Spin Fun</i> combined jumping, spinning, and counting to help children improve physical coordination while staying active. <i>African Safari</i> provided a creative way for students to improve fitness through a safari-themed story, incorporating exercises like squats, lunges, and jumps. 2. Imagination & Goal-Setting: <i>My Dream Day</i> encouraged children to reflect on their ideal day, set achievable goals for future happiness, and practice creative self-expression. 3. Teamwork & Problem-Solving: <i>Dice Eliminator Partner Challenge</i> promoted teamwork as children worked with a partner to complete physical challenges based on dice rolls, fostering communication and cooperation. 4. Gratitude & Emotional Expression: <i>Gratitude Pictionary</i> allowed students to express their gratitude creatively through drawings, while fostering empathy and understanding within the group.	Learning Intentions: 1. Physical Activity & Coordination: <i>Left, Right, Up, or Down</i> and <i>The Amazing Bank Robbery</i> kept students engaged in fast-paced, action-packed physical activities that promoted quick decision-making, coordination, and teamwork. <i>The Amazing Bank Robbery</i> introduced exciting story-based movement challenges to boost overall fitness and creativity. 2. Imagination & Gratitude: <i>5 Senses of Gratitude</i> encouraged students to reflect on what they love and appreciate through their senses, connecting emotional experiences to physical actions through art and reflection. <i>Kindness Starts with Me</i> prompted students to reflect on specific ways they can show kindness and the impact kindness has on themselves and others. 3. Teamwork & Social Interaction: <i>Left, Right, Up, or Down</i> encouraged friendly competition and teamwork, fostering cooperation while keeping students active and engaged. <i>Dice Eliminator Partner Challenge</i> built teamwork as students collaborated to complete challenges based on dice rolls.	Learning Intentions: 1. Physical Activity & Coordination: <i>One Two Three</i> and <i>Nursery Rhyme Mash-Up</i> promoted physical movement through fun, interactive exercises, encouraging coordination, reflexes, and fitness. <i>Nursery Rhyme Mash-Up</i> combined physical movement with storytelling, allowing students to immerse themselves in familiar nursery rhymes while engaging in exercises. 2. Gratitude & Kindness: <i>Compliment Time</i> and <i>Master Chef Group Gratitude</i> emphasised the importance of recognising positive qualities in others, offering compliments, and reflecting on the people we appreciate in our lives. <i>Compliment Time</i> encouraged children to practice kindness by giving compliments and reflecting on how compliments make people feel. 3. Social Connection & Reflection: <i>One Two Three</i> and <i>Compliment Time</i> emphasised interaction, cooperation, and connection with peers, building positive social skills. <i>Master Chef Group Gratitude</i> fostered a sense of community through creative reflection on gratitude and appreciation for others.
SUCCESS CRITERIA	Success Criteria: 1. Active Participation & Coordination: - In <i>Jump Spin Fun</i>, children engaged in jumping, spinning, and counting, contributing to a lively atmosphere while practising physical coordination. <i>African Safari</i> kept students moving while encouraging creativity as they pretended to be animals and explorers on a safari adventure. 2. Imaginative Thinking & Goal-Setting: <i>My Dream Day</i> encouraged children to think creatively about their perfect day and set small, achievable goals to make their dreams a reality. - In <i>Dice Eliminator Partner Challenge</i>, students used problem-solving skills to work with a partner and complete challenges. 3. Emotional Expression & Gratitude: In <i>Gratitude Pictionary</i>, students creatively expressed what they were grateful for, developing a deeper understanding of each other's positive emotions.	Success Criteria: 1. Active Participation & Coordination: <i>Left, Right, Up, or Down</i> and <i>The Amazing Bank Robbery</i> promoted active participation through movement, helping students stay engaged and enhance their coordination and reflexes. <i>The Amazing Bank Robbery</i> kept students excited as they moved through various physical tasks tied to an adventurous storyline. 2. Imaginative Reflection & Gratitude: <i>5 Senses of Gratitude</i> inspired students to reflect on what they appreciate through their senses, expressing gratitude in creative ways through their handprint drawings. <i>Kindness Starts with Me</i> encouraged students to plan and act on kind behaviours, fostering emotional reflection and connection. 3. Social Interaction & Teamwork: <i>Left, Right, Up, or Down</i> encouraged cooperation through friendly competition, creating a supportive and fun environment. <i>Kindness Starts with Me</i> facilitated group discussions, encouraging students to share their ideas and learn from each other's reflections.	Success Criteria: 1. Active Participation & Movement: <i>One Two Three</i> and <i>Nursery Rhyme Mash-Up</i> kept students engaged in movement and exercise while focusing on the accuracy of physical actions and their coordination with others. - Students actively participated, showing enthusiasm and energy in completing each physical task. 2. Imaginative Reflection & Gratitude: <i>Compliment Time</i> and <i>Master Chef Group Gratitude</i> helped students reflect on positive aspects of their peers, providing compliments and engaging in reflective conversations about gratitude. - Students actively shared their compliments and reflections, practising kindness and promoting a positive social environment. 3. Social Interaction & Teamwork: <i>One Two Three</i> encouraged students to work together with a partner, improving their coordination and communication. <i>Compliment Time</i> and <i>Master Chef Group Gratitude</i> emphasised listening, sharing, and expressing appreciation for others, fostering a supportive group atmosphere.
ACTIVITIES	Activity 1: Jump Spin Fun Activity 2: My Dream Day Activity 3: African Safari Activity 4: Dice Eliminator Partner Challenge	Activity 1: Left, Right, Up, or Down Activity 2: Kindness Starts with Me Activity 3: The Amazing Bank Robbery Activity 4: 5 Senses of Gratitude	Activity 1: One Two Three Activity 2: Compliment Time Activity 3: Nursery Rhyme Mash-Up Activity 4: Master Chef Group Gratitude
VIC. CURRICULUM	<u>Week seven curriculum mapping here</u>	<u>Week eight curriculum mapping here</u>	<u>Week nine curriculum mapping here</u>

CURRICULUM MAPPING

LEVEL 3 & 4 VICTORIAN CURRICULUM



LESSON #	WEEK TEN
LEARNING INTENTION	Learning Intentions: 1. Physical Activity & Coordination: - Yay, Nay, Let's Stay and Five Little Monkeys helped improve students' coordination and motor skills by incorporating fun, energetic movements such as jumping, spinning, and crawling. - Five Little Monkeys integrated exercises like squats, push-ups, and sit-ups with a sing-along story, helping students stay fit and active while engaging their imaginations. 2. Gratitude & Empathy: - Gratitude Rainbow and Wellness Guess Who focused on reflection and gratitude, encouraging students to recognise and appreciate positive aspects of their lives and share these feelings creatively. - Wellness Guess Who promoted empathy as students worked together to guess the gratitude memories of their peers, fostering social connection and understanding. 3. Social Connection & Teamwork: - Yay, Nay, Let's Stay encouraged teamwork and coordination, as students had to work together to complete the commands and movements in sync. Gratitude Rainbow and Wellness Guess Who fostered social interaction through sharing and listening, creating a positive and supportive group environment.
SUCCESS CRITERIA	Success Criteria: 1. Active Participation & Movement: - Yay, Nay, Let's Stay and Five Little Monkeys kept students active by having them follow commands quickly and accurately, improving their coordination and physical fitness. - Students actively engaged in the movements, showing enthusiasm and energy throughout the activities. 2. Imaginative Reflection & Gratitude: - Gratitude Rainbow and Wellness Guess Who encouraged students to reflect on the positive aspects of their lives and creatively express their gratitude through drawing and writing. - Students shared their gratitude with others, fostering empathy and appreciation within the group. 3. Social Interaction & Teamwork: - Yay, Nay, Let's Stay required students to work together, focusing on keeping in rhythm and following the sequence of movements as a team. Wellness Guess Who promoted teamwork and communication, as students collaborated to guess whose gratitude memory was being shared.
ACTIVITIES	Activity 1: Yay, Nay, Let’s Stay Activity 2: Gratitude Rainbow Activity 3: Five Little Monkeys Activity 4: Wellness Guess Who
VIC. CURRICULUM	<u>Week ten curriculum mapping here</u>