

Shell Cove Public School

PDHPE Scope & Sequence

Early Stage 1

PDHPE		Early Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<p>PDe-1: Identifies who they are and how people grow and change.</p> <p>PDe-3: Communicates ways to be caring, inclusive and respectful of others.</p>	<ul style="list-style-type: none"> - <i>What makes me unique?</i> - <i>How do we grow?</i> - <i>How can we care for and include each other?</i> 	<p>Physical Development: <u>Who am I?</u></p> <ul style="list-style-type: none"> ● Identify personal strengths and qualities: <ul style="list-style-type: none"> - Identify their unique strengths and qualities. - Participate in a range of activities and explore which ones they enjoy and what makes them enjoyable. - Identify ways they can use their strengths to help themselves and others to stay safe in various situations. - Recognise that people have different thoughts, feelings and responses to different situations. ● Identify how people grow and change: <ul style="list-style-type: none"> - Describe how their body grows and changes, e.g. growing taller. - Identify external body parts and name their functions, e.g. ears are for hearing. - Discuss aspects of individual bodies that make them unique and special, e.g. size, shape, colour, male and female anatomy. - Identify parts of the body which are private. - Recognise the terms 'private' and 'public' are associated to parts of the body. ● Identify and describe emotional responses people may experience in different situations: <ul style="list-style-type: none"> - Identify and describe different emotions, e.g. people who are happy, sad, anxious, excited, tired, angry or confused. - Recognise emotional responses and experiences that can indicate unsafe situations, e.g. scared, worried. - Learn and use appropriate strategies to communicate their feelings in different situations. - Communicate in appropriate ways, e.g. use verbal and nonverbal communication to demonstrate understanding. - Recall and share emotional responses to different situations e.g. when injured, hurt, upset, sad or worried about a family member or a friend. 	<ul style="list-style-type: none"> - Week 5: Verbal Pre-test - Week 10: Verbal Post-test - Fundamental movement skills assessment checklist

	<p>PDe-5: Explores possible solutions to movement challenges through participation in a range of activities.</p> <p>PDe-9: Practises self-management skills in familiar and unfamiliar scenarios.</p> <p>PDe-10: Uses interpersonal skills to effectively interact with others.</p>	<ul style="list-style-type: none"> - <i>How do we move our bodies?</i> - <i>How do we care for and include each other?</i> - <i>How do we participate with others when we are active?</i> 	<p>Physical Education: <i>Play with Purpose</i></p> <ul style="list-style-type: none"> ● Demonstrate a variety of movement skills and movement sequences: <ul style="list-style-type: none"> - Perform non-locomotor skills, e.g. bending, twisting, swaying, and reaching. - Perform locomotor skills in any direction from one point to another, e.g. walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line. - Perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling. - Maintain stability on different bases of support, e.g. standing on one foot, lunging to one side, squatting. ● Participate in games with and without equipment: <ul style="list-style-type: none"> - Participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries. - Participate in minor games responding to stimuli, e.g. cooperation games, imagination games, simple ball games. - Show understanding of language used in games and activities by responding to verbal and/or nonverbal directions. ● Participate in play that promotes engagement with outdoor settings and the natural environment: <ul style="list-style-type: none"> - Explore a range of ways to play and be active in outdoor or natural settings - Understand how to be safe in the outdoors through play in a range of natural environments. ● Practise interpersonal skills to interact positively with others: <ul style="list-style-type: none"> - Respond to others when participating in physical activity to achieve agreed outcomes. - Recognise how it feels to be included in activities. ● Collaborate with others and follow rules when participating in physical activities. <ul style="list-style-type: none"> - Relate appropriately to others in play situations, e.g. share equipment, materials and space. - Work with a partner or small group to complete a movement task or challenge. - Mirror a partner while moving to stimuli. 	
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			<ul style="list-style-type: none"> - Communicate intentions clearly when playing minor games. - Follow instructions for personal safety, fair play and appropriate use of equipment. - Identify boundaries, e.g. personal space and playing area. <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: <i>Static balance</i> <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Cross Country 	
2	<p>PDe-3: Communicates ways to be caring, inclusive and respectful of others.</p>	<ul style="list-style-type: none"> - <i>What helps us stay healthy and safe?</i> - <i>How can we care for and include each other?</i> 	<p>Physical Development: <u>Communicate and Care</u></p> <ul style="list-style-type: none"> • Describe how individuals help one another to stay healthy and safe in various environments: <ul style="list-style-type: none"> - Recognise what makes an environment safe and supportive, e.g. ‘no hat, no play’ rule, vegetable garden. - Recognise people they trust, who keep them safe and how they make them feel supported - Express ways of showing kindness and care to others. - Recognise that media present messages which may be true or false. • Identify and describe emotional responses people may experience in different situations: <ul style="list-style-type: none"> - Recognise that being kind, fair and respectful to others can support class health, safety and wellbeing. - Practise interpersonal skills to be an effective group member, e.g. express needs, wants and feelings appropriately, active listening, self-control, sharing and helping. - Show understanding of the contemporary use of Aboriginal yarning circles. - Identify and describe different families. - Share ideas about people who care for them, e.g. parents/carers. - Identify people that can help in different situations, e.g. when injured, hurt, upset, sad or worried about a family member or a friend. - Identify and describe different emotions, e.g. people who are happy, sad, anxious, excited, tired, angry or confused. - Recognise emotional responses and experiences that can indicate unsafe situations, e.g. scared, worried. - Learn and use appropriate strategies to communicate their feelings in different situations. 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Week 10: Post-test - Fundamental movement skills assessment checklist - Dance assessment checklist

		<ul style="list-style-type: none"> - <i>How can we solve problems when moving?</i> - <i>How do we participate with others when we are active?</i> - <i>What helps us to stay healthy and safe?</i> 	<ul style="list-style-type: none"> - Observe and repeat movements that require actions of the whole body, e.g. travelling, forming shapes with the body, transferring body weight and replicating simple combinations of skills. - Move at different speeds, different levels and in different directions with others in a designated area. - Describe body positions when performing a range of different movements. <ul style="list-style-type: none"> • Test possible solutions to movement challenges through trial and error: <ul style="list-style-type: none"> - Attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations. - Trial a number of techniques when trying new movement activities, e.g. position, focus, direction. - Identify options and make positive choices when faced with a decision about how they participate in a movement activity. <ul style="list-style-type: none"> • Collaborate with others and follow rules when participating in physical activities: <ul style="list-style-type: none"> - Relate appropriately to others in play situations, e.g. share equipment, materials and space. - Work with a partner or small group to complete a movement task or challenge. - Mirror a partner while moving to stimuli. - Communicate intentions clearly when playing minor games. - Follow instructions for personal safety, fair play and appropriate use of equipment. - Identify boundaries, e.g. personal space and playing area. <ul style="list-style-type: none"> • Practise interpersonal skills when participating in various activities: <ul style="list-style-type: none"> - Participate in games and physical activities where they are required to make choices and share equipment, materials and spaces. - Demonstrate a number of skills and actions for safety, e.g. assertiveness, refusal skills, telling, persistence. - Identify choices to enhance environmental safety, e.g. obey warning signs and signals, not touching dangerous objects. <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: <i>Sprint run</i> - Consolidation: <i>Static Balance</i> 	
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Whole School Activities:

- Indigenous Games (*NAIDOC Week*)
- Whole School Peer Support (*Bullying/Resilience*)
- Athletics Carnival

Semester 1 Report Content: Personal Health and Development:

- Identifies their unique strengths and qualities.
- Recognises that people have different thoughts, feelings and responses to different situations.
- Identifies how people grow and change.
- Identifies and describes emotional responses people may experience in different situations.
- Learns and uses appropriate strategies to communicate their feelings in different situations.

Semester 1 Report Content: Physical Education:

- Demonstrates fundamental movement skills while playing with and sharing equipment - static balance and sprint run.
- Understands how to be safe in the outdoors through play in a range of natural environments.
- Collaborate with others and follow rules when participating in physical activities.

Dance:

- Performs basic movements demonstrating control over body parts.
- Uses dance to express ideas, feelings or moods.
- Discusses own movements and the movements of other students.

<p>3</p>	<p>PDe-6: Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity. PDe-7: Identifies actions that promote health, safety, wellbeing and physically active spaces.</p>	<ul style="list-style-type: none"> - <i>What choices can help me stay safe, healthy and active?</i> - <i>What helps us to stay healthy and safe?</i> 	<p>Physical Development: <u>Healthy Habits</u></p> <ul style="list-style-type: none"> • Make connections between feelings, thoughts, body reactions and body language: <ul style="list-style-type: none"> - Discuss the concept of privacy and recognise reactions and body signs to safe and unsafe situations. - Recognise that all people have the right to give consent and tell others not to touch their body when they do not want to be touched. - Communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel and react in different situations. - Participate in games and physical activities and recognise how it can benefit their mental health, e.g. increased self-esteem, feeling calm and relaxed. - Participate in different physical activities and explain their body's response before, during and after the activity. - Share what they enjoy about being physically active and describe how it feels to be included and to work collaboratively with their peers. • Identify safe and positive health practices and display actions that promote health, safety and wellbeing: <ul style="list-style-type: none"> - Identify safe use of technology, e.g. limit screen time, and follow school technology rules. - Communicate the importance of personal hygiene practices, e.g. washing hands. - Recall playground rules and participate in a range of ways to be safe and active through play in the outdoor. - Explore foods that contribute to good health and healthy eating habits. - Discuss the advantages of customary diets of Aboriginal Peoples on-Country. - Identify preventive strategies that enhance health, e.g. sun protection. • Describe how individuals help one another to stay healthy and safe in various environments: <ul style="list-style-type: none"> - Recognise what makes an environment safe and supportive, e.g. 'no hat, no play' rule, vegetable garden. - Recognise people they trust, who keep them safe and how they make them feel supported. 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 10: Post-test - Fundamental movement skills assessment checklist.
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	<p>PDe-8: Explores how regular physical activity keeps individuals healthy.</p>	<ul style="list-style-type: none"> - <i>How do we move our bodies?</i> - <i>How can we solve problems when moving?</i> - <i>How do we participate with others when we are active?</i> - <i>What choices can help me stay safe, healthy and active?</i> 	<ul style="list-style-type: none"> - Express ways of showing kindness and care to others. - Recognise that media present messages which may be true or false. <p>Physical Education: <u>Healthy Habits</u></p> <ul style="list-style-type: none"> • Demonstrate a variety of movement skills and movement sequences: <ul style="list-style-type: none"> - Perform non-locomotor skills, e.g. bending, twisting, swaying, reaching. - Perform locomotor skills in any direction from one point to another, e.g. walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line. - Perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling - Maintain stability on different bases of support, e.g. standing on one foot, lunging to one side, squatting. • Participate in games with and without equipment: <ul style="list-style-type: none"> - Participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries. - Participate in minor games responding to stimuli, e.g. cooperation games, imagination games, simple ball games. - Show understanding of language used in games and activities by responding to verbal and/or nonverbal directions. • Participate in play that promotes engagement with outdoor settings and the natural environment: <ul style="list-style-type: none"> - Explore a range of ways to play and be active in outdoor or natural settings. - Understand how to be safe in the outdoors through play in a range of natural environments. • Test possible solutions to movement challenges through trial and error: <ul style="list-style-type: none"> - Attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations. - Trial a number of techniques when trying new movement activities, e.g. position, focus, direction. - Identify options and make positive choices when faced with a decision about how they participate in a movement activity. 	
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		<p>- <i>What helps us to stay healthy and safe?</i></p>	<ul style="list-style-type: none"> • Collaborate with others and follow rules when participating in physical activities: <ul style="list-style-type: none"> - Relate appropriately to others in play situations, e.g. share equipment, materials and space. - Work with a partner or small group to complete a movement task or challenge. - Communicate intentions clearly when playing minor games. - Follow instructions for personal safety, fair play and appropriate use of equipment. - Identify boundaries, e.g. personal space and playing area. • Perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities: <ul style="list-style-type: none"> - Participate in games and physical activities that require awareness of personal safety and boundaries, e.g. individual and team physical activities and games, aquatics. - Recognise the benefits of being physically active and participate in movement activities that develop fitness. - Identify how regular physical activity can support health and wellbeing and participate in games where cooperation and inclusion are important for success. - Demonstrate appropriate use of equipment, follow rules and respond to commands when participating in physical activities. • Practise interpersonal skills when participating in various activities: <ul style="list-style-type: none"> - Participate in games and physical activities where they are required to make choices and share equipment, materials and spaces. - Demonstrate a number of skills and actions for safety, e.g. assertiveness, refusal skills, telling, persistence. - Identify choices to enhance environmental safety, e.g. obey warning signs and signals, not touching dangerous objects. Fundamental Movement Skills: <ul style="list-style-type: none"> - Introduction: <i>Vertical Jump</i> - Consolidation: <i>Static Balance, Sprint run</i> 	
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<p>4</p>	<p>PDe-2: identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.</p> <p>PDe-5: Explores possible solutions to movement challenges through participation in a range of activities.</p> <p>PDe-7: Identifies actions that promote health, safety, wellbeing and physically active spaces.</p> <p>PDe-10: Uses interpersonal skills to effectively interact with others.</p> <p>PDe-11: Demonstrates how the body moves in relation to space, time, objects, effort and people.</p>	<p>- <i>How do we make healthy and safe choices in different situations?</i></p> <p>- <i>How do we move our bodies?</i></p>	<p>Physical Development: <u>Watching Out for me</u></p> <ul style="list-style-type: none"> • Identify a number of possible skills and strategies to stay safe and be supportive: <ul style="list-style-type: none"> - Recognise that everyone has a right to say yes or no to affection, e.g. tickles, hugs, kisses. - Recognise appropriate touch and explore how to respond to inappropriate touch. - Practise ways of seeking help in a range of different scenarios, e.g. call 000 during an emergency and use No-Go-Tell when feeling unsafe. - Discuss the safe use and storage of household medications and poisons. - Recognise safety symbols and procedures for their own and others' safety in various water environments, e.g. never swim alone; swim between the red and yellow flags. - Understand and follow road safety procedures, e.g. use seatbelts and safety restraints; safe entry and exit from a vehicle; wear a helmet; hold an adult's hand when crossing the road; stop, look, listen and think when crossing the road. - Identify contextual factors that influence safety, e.g. family, peers, media and environment. <p>Physical Education: <u>Game Time</u></p> <ul style="list-style-type: none"> • Demonstrate a variety of movement skills and movement sequences: <ul style="list-style-type: none"> - Perform non-locomotor skills, e.g. bending, twisting, swaying, reaching. - Perform locomotor skills in any direction from one point to another, e.g. walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line. - Perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling - Maintain stability on different bases of support, e.g. standing on one foot, lunging to one side, squatting. • Participate in games with and without equipment: <ul style="list-style-type: none"> - Participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries. - Participate in minor games responding to stimuli, e.g. cooperation games, imagination games, simple ball games. 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (<i>Reports</i>) - Fundamental movement skills assessment checklist
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		<ul style="list-style-type: none"> - <i>How can we solve problems when moving?</i> - <i>How do we participate with others when we are active?</i> - <i>What choices can help make me safe, supported and active?</i> - <i>What helps us to stay healthy and safe?</i> 	<ul style="list-style-type: none"> - Show understanding of language used in games and activities by responding to verbal and/or nonverbal directions. • Participate in play that promotes engagement with outdoor settings and the natural environment: <ul style="list-style-type: none"> - Explore a range of ways to play and be active in outdoor or natural settings. - Understand how to be safe in the outdoors through play in a range of natural environments. • Test possible solutions to movement challenges through trial and error: <ul style="list-style-type: none"> - Attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations. - Trial a number of techniques when trying new movement activities, e.g. position, focus, direction. - Identify options and make positive choices when faced with a decision about how they participate in a movement activity. • Collaborate with others and follow rules when participating in physical activities. <ul style="list-style-type: none"> - Relate appropriately to others in play situations, e.g. share equipment, materials and space. - Work with a partner or small group to complete a movement task or challenge. - Mirror a partner while moving to stimuli. - Communicate intentions clearly when playing minor games. - Follow instructions for personal safety, fair play and appropriate use of equipment. - Identify boundaries, e.g. personal space and playing area. • Perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities. <ul style="list-style-type: none"> - Participate in games and physical activities that require awareness of personal safety and boundaries, e.g. individual and team physical activities and games, aquatics. - Recognise the benefits of being physically active and participate in movement activities that develop fitness. 	
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			<ul style="list-style-type: none"> - Identify how regular physical activity can support health and wellbeing and participate in games where cooperation and inclusion are important for success. - Demonstrate appropriate use of equipment, follow rules and respond to commands when participating in physical activities. <p>• Practise interpersonal skills when participating in various activities:</p> <ul style="list-style-type: none"> - Participate in games and physical activities where they are required to make choices and share equipment, materials and spaces. - Demonstrate a number of skills and actions for safety, e.g. assertiveness, refusal skills, telling, persistence. - Identify choices to enhance environmental safety, e.g. obey warning signs and signals, not touching dangerous objects. <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: <i>Catch</i> - Consolidation: <i>Static Balance, Sprint run, Vertical Jump</i> 	
<p>Semester 2 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Makes connections between feelings, thoughts, body reactions and body language. - Identifies safe and positive health practices and display actions that promote health, safety and wellbeing. - Identify a number of possible skills and strategies to stay safe and be supportive. 			<p>Semester 2 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Practices interpersonal skills when participating in various activities. - Perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities. - Participate in games with and without equipment. 	