Shell Cove Public School

PDHPE Scope & Sequence

Stage 1
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Key Enquiry Questions</th>
<th>Unit Content</th>
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</table>
| **PD1-1** - Describes the qualities and characteristics that make them similar and different to others | - How does my uniqueness shape who I am? | **Physical Development:**  
*Sense Of Self (create Unit)*  
Describes their own and others’ strengths and achievements and identifies how these contribute to personal identity  
- Recognises characteristics that make them both similar and different to others.  
- Describes their unique qualities and strengths and how these can develop resilience.  
- Accesses stories where characters demonstrate strength and how these help the character achieve positive outcomes  
- Describes how others’ strengths contribute to successful outcomes.  
**Physical Education:**  
*Moving My Body*  
Demonstrates movement skills and movement sequences in a variety of contexts  
- Combine fundamental movement skills to perform a simple movement sequence  
- Perform locomotor skills using different body parts to travel in different directions  
**Fundamental Movement Skills:**  
- Introduction: Hop  
**Whole School Activities:**  
- Cross Country |
| **PD1-3** - Recognises and describes the qualities that enhance inclusive and respectful relationships  
**PD1-9** - Demonstrates self-management skills in taking responsibility for their own actions  
**PD1-10** - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong  
**PD1-4** - Performs movement skills in a variety of sequences and situations  
**PD1-11** - Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences | - What are the different ways we can move our body?  
- How can I act to help make my environment healthy, safe and active? | - Week 3: Pre-test  
- Week 10: Post-test  
- Fundamental movement skills assessment checklist |
| **PD1-6** - Understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity | - How can I act to help make my environments healthy, safe and active?  
- How can I be responsible for my own, and others’ health, safety and wellbeing? | **Physical Development:**  
*Food Safari (Weeks 1-5) (create unit)*  
- Practises strategies they can use to support their own and others’ health, safety and wellbeing  
- Identifies food groups and explores how eating healthy foods and drinks can benefit health and wellbeing  
- Explores reasons for personal food choices and eating habits | - Week 1: Pre-test  
- Week 5: Post-test (Reports)  
- Week 10: Post-test |
| PD1-7 - Explores actions that help make home and school healthy, safe and physically active spaces | - What are the different ways we can move our body?  
- How can we move and improve our involvement in physical activity?  
- How can we participate safely and fairly during physical activity? |
| PD1-4 - Performs movement skills in a variety of sequences and situations  
PD1-11 - Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences | - Whole School Peer Support (Weeks 6-10) (Bullying/Resilience) |

**Physical Education:**

*Dance To Your Own Rhythm (Weeks 1-5) (create unit- link with CAPA)*

Applies movement concepts to create and perform movement sequences

- Demonstrates changes in speed, direction and level of movement in response to changes in music tempo
- Creates, follows, repeats and alters movement sequences in response to rhythm, music or words
- Constructs and performs creative and original movement sequences in response to stimuli

Proposes a range of alternatives and tests their effectiveness when solving movement challenges

- Reflect on performance and identify and demonstrate ways to perform a skill more successfully

**Athletics Rotations (Weeks 6-10)**

**Fundamental Movement Skills**

- Introduction: Side Gallop
- Consolidation: Hop

**Whole School Activities:**

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

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**Semester 1 Report Content: Personal Health and Development**

- Recognises characteristics that make them both similar and different to others.
- Describes their unique qualities and strengths and how these can develop resilience.
- Practises strategies they can use to support their own and others’ health, safety and wellbeing
- Identifies food groups and explore how eating healthy foods can benefit health and wellbeing

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**Semester 1 Report Content: Physical Education**

- Demonstrates movement and movement skills in a variety of contexts.
- Demonstrates fundamental movement skills while playing with and sharing equipment – hop and side gallop.
- Develops respectful relationships with peers and other people through interaction and cooperation in organised group activities.
- Develops and demonstrates inclusive strategies to work cooperatively.

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| 3 | PD1-2 - Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations | - How can I be responsible for my own, and others’ health, safety and wellbeing? |

**Physical Development:**

*Looking After Yourself*

Describes situations where they are required to make healthy and/or safe decisions.

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| PD1-7 - Explores actions that help make home and school healthy, safe and physically active spaces | - How can I act to make my environments healthy, safe and active? |
| PD1-9 - Demonstrates self-management skills in taking responsibility for their own actions | - What influences my decisions and actions to be healthy, safe and physically active? |
| PD1-10 - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong | - What are the different ways we can move our body? |
| PD1-5 - Proposes a range of alternatives to solve movement challenges through participation in a range of activities | - How can we move and improve our involvement in physical activity? |

**Physical Education:**

*Game On (create unit)*

- Demonstrates movement skills and movement sequences in a variety of contexts
  - Performs locomotor skills using different body parts to travel in different directions such as running, galloping, hopping, sliding, skipping, jumping, leaping and rolling
  - Identifies rules and fair play when participating in physical activities
  - Demonstrates why rules are needed in games and physical activity.
  - Creates and participates in games with and without equipment
  - Invent games with rules using one or two pieces of equipment
  - Identifies and explores natural and built environments in the local community where physical activity can take place
  - Participates in activities in a range of different environments

**Fundamental Movement Skills**

- Introduction: Skip
- Consolidation: Hop, side Gallop

**Whole School Activities:**

- Week 1: Pre-test
- Week 5: Post-test (Reports)
<table>
<thead>
<tr>
<th>PD1-8 - Participates in a range of opportunities that promote physical activity</th>
<th>What are the different ways we can move our body?</th>
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| Physical Education:  
*Team Games (create unit)*  
Use strategies to work in group situations when participating in physical activity  
- Work cooperatively with a partner when practising new skills  
- Uses a variety of equipment to perform object control skills to send, control and receive objects, e.g. bouncing, rolling, throwing, catching, kicking, striking, dribbling  
**Fundamental Movement Skills**  
- Introduction: Overarm Throw  
- Consolidation: Skip, Side Gallop, Hop  
**Whole School Activities:**  
- Swimming Carnival  
| Fundamental movement skills assessment checklist |

**Semester 2 Report Content: Personal Health and Development**  
- Describes feelings, reactions and warning signs that can help them recognise safe or unsafe situations.  
- Describes preventive practices to improve health and safety.  
- Understands personal hygiene routines that promote health.  
- Identifies and practises physical and emotional responses that account for their own and others’ feelings.

**Semester 2 Report Content: Physical Education**  
- Identifies rules and fair play when participating in physical activities.  
- Demonstrates fundamental movement skills while playing with and sharing equipment – skip and overarm throw.  
- Performs locomotor skills using different body parts to travel in different directions.  
- Uses a variety of equipment to perform object control skills to send, control and receive objects.  
- Uses strategies to work in group situations when participating in physical activities.