

Shell Cove Public School

PDHPE Scope & Sequence



Stage 1

PDHPE Even Year		Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<p>PD1-1 - Describes the qualities and characteristics that make them similar and different to others</p> <p>PD1-3 - Recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p>PD1-9 - Demonstrates self-management skills in taking responsibility for their own actions</p> <p>PD1-10 - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p> <p>PD1-4 - Performs movement skills in a variety of sequences and situations</p> <p>PD1-11 - Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>	<ul style="list-style-type: none"> - How does my uniqueness shape who I am? - What are the different ways we can move our body? - How can I act to help make my environment healthy, safe and active? 	<p>Physical Development: <i>Sense Of Self (create Unit)</i> Describes their own and others' strengths and achievements and identifies how these contribute to personal identity</p> <ul style="list-style-type: none"> - 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. <p>Physical Education: <i>Moving My Body</i> Demonstrates movement skills and movement sequences in a variety of contexts</p> <ul style="list-style-type: none"> - Combine fundamental movement skills to perform a simple movement sequence - Perform locomotor skills using different body parts to travel in different directions <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: Hop <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Cross Country 	<ul style="list-style-type: none"> - Week 3: Pre-test - Week 10: Post-test - Fundamental movement skills assessment checklist
2	<p>PD1-6 - Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity</p>	<ul style="list-style-type: none"> - 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? 	<p>Physical Development: <i>Food Safari (Weeks 1-5) (create unit)</i></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Week 10: Post-test

	<p>PD1-7 - Explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-4 - Performs movement skills in a variety of sequences and situations</p> <p>PD1-11 - Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - Whole School Peer Support (Weeks 6-10) (Bullying/Resilience) <p>Physical Education: Dance To Your Own Rhythm (Weeks 1-5) (create unit- link with CAPA) Applies movement concepts to create and perform movement sequences</p> <ul style="list-style-type: none"> - 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 <p>Proposes a range of alternatives and tests their effectiveness when solving movement challenges</p> <ul style="list-style-type: none"> - Reflect on performance and identify and demonstrate ways to perform a skill more successfully <p>Athletics Rotations (Weeks 6-10) Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Side Gallop - Consolidation: Hop <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Indigenous Games (NAIDOC Week) - Whole School Peer Support (Bullying/Resilience) - Athletics carnival 	<ul style="list-style-type: none"> - Dance assessment checklist - Fundamental movement skills assessment checklist
<p>Semester 1 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - 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 		<p>Semester 1 Report Content: Physical Education</p> <ul style="list-style-type: none"> - 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. 		
<p>3</p>	<p>PD1-2 - Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p>	<ul style="list-style-type: none"> - How can I be responsible for my own, and others' health, safety and wellbeing? 	<p>Physical Development: Looking After Yourself Describes situations where they are required to make healthy and/or safe decisions.</p>	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 10: Post-test

	<p>PD1-7 - Explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-9 - Demonstrates self-management skills in taking responsibility for their own actions</p> <p>PD1-10 - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p> <p>PD1-5 - Proposes a range of alternatives to solve movement challenges through participation in a range of activities</p>	<ul style="list-style-type: none"> - How can I act to make my environments healthy, safe and active? - What influences my decisions and actions to be healthy, safe and physically active? - 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? 	<ul style="list-style-type: none"> - Recognises safe choices for a variety of situations, e.g. not sharing information online, walking on the footpath, safe places to cross the road - Describes feelings, reactions and warning signs that can help them recognise safe or unsafe situations - Predicts outcomes of personal choices in order to make safe decisions. - Describes preventive practices to improve health and safety, e.g. wear protective clothing and equipment, sun protection, safety in the home and outside the home <p>Physical Education: Game On (create unit) Demonstrates movement skills and movement sequences in a variety of contexts</p> <ul style="list-style-type: none"> - 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 - Demonstrate 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 <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Skip - Consolidation: Hop, side Gallop <p>Whole School Activities:</p>	<ul style="list-style-type: none"> - Fundamental movement skills assessment checklist
4	<p>PD1-3 - Recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p>PD1-7 - Explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-10 - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<ul style="list-style-type: none"> - How can we be inclusive and respectful? - How can I be responsible for my own, and others' health, safety and wellbeing? - What influences my decisions to be healthy, safe and physically active? 	<p>Physical Development: T.E.A.M (Together Everyone Achieves More) Examines contextual factors that influence their own and others' decisions and behaviours</p> <ul style="list-style-type: none"> - Recognises people that influence their health decisions and behaviours, e.g. parents/carers/ family/ peers/ community - Explores health and safety influences that benefit Aboriginal and Torres Strait Islander cultures - Creates a meal/ menu using bush tucker ingredients 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports)

	<p>PD1-8 - Participates in a range of opportunities that promote physical activity</p>	<ul style="list-style-type: none"> - What are the different ways we can move our body? 	<p>Physical Education: Team Games (create unit) Use strategies to work in group situations when participating in physical activity</p> <ul style="list-style-type: none"> - 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 <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Overarm Throw - Consolidation: Skip, Side Gallop, Hop <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Swimming Carnival 	<ul style="list-style-type: none"> - Fundamental movement skills assessment checklist
<p>Semester 2 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - 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. 		<p>Semester 2 Report Content: Physical Education</p> <ul style="list-style-type: none"> - 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. 		