

# Shell Cove Public School

## PDHPE Scope & Sequence

Stage 1

PDHPE Odd Year		Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<p><b>PD1-1</b> - Describes the qualities and characteristics that make them similar and different to others</p> <p><b>PD1-2</b> - Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p><b>PD1-10</b> - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p> <p><b>PD1-4</b> - Performs movement skills in a variety of sequences and situations</p> <p><b>PD1-11</b> - Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>	<ul style="list-style-type: none"> <li>- How does my uniqueness shape who I am?</li> <li>- How do we grow and change over time?</li>   <li>- What are the different ways we can move our body?</li> <li>- How can we move and improve our involvement in physical activity?</li> </ul>	<p><b>Physical Development:</b> <i>Self-Discovery (create unit)</i></p> <p>Describes their own and others' strengths and achievements and identifies how these contribute to personal identity</p> <ul style="list-style-type: none"> <li>- Recognises characteristics that make them both similar and different to others</li> <li>- Describes their unique qualities and strengths and how these can develop resilience</li> </ul> <p>Describes physical and social changes that occur as children grow older and explores how these are acknowledged by family and community</p> <ul style="list-style-type: none"> <li>- Describes changes in their physical appearance now compared to when they were younger</li> <li>- Identifies body systems and parts, e.g. skeletal, senses, male and female anatomy</li> <li>- Describes the meaning of 'private' and understands their own and others' bodies are private, e.g. distinguishes between appropriate and inappropriate touching, consent</li> <li>- Understands the contexts when body parts should be kept private</li> <li>- Discusses ways parents/carers, families and cultural groups acknowledge and celebrate major stages of development</li> </ul> <p><b>Physical Education:</b> <i>Foundations For Moving (create unit)</i></p> <p>Demonstrates movement skills and movement sequences in a variety of contexts</p> <ul style="list-style-type: none"> <li>- Performs locomotor skills using different body parts to travel in different directions, e.g. walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling</li> <li>- Demonstrates balances on different parts of the body and makes different shapes, e.g. using three body parts, one hand and one foot</li> </ul>	<ul style="list-style-type: none"> <li>- Week 5: Verbal Pre-test</li> <li>- Week 10: Verbal Post-test</li>   <li>- Fundamental movement skills assessment checklist</li> </ul>

			<b>Fundamental Movement Skills:</b> <ul style="list-style-type: none"> <li>- Introduction: Leap</li> </ul> <b>Whole School Activities:</b> <ul style="list-style-type: none"> <li>- Cross Country</li> </ul>	
2	<p><b>PD1-2</b> - Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p><b>PD1-7</b> - Explores actions that help make home and school healthy, safe and physically active spaces</p> <p><b>PD1-4</b> - Performs movement skills in a variety of sequences and situations</p> <p><b>PD1-5</b> - Proposes a range of alternatives to solve movement challenges through participation in a range of activities</p>	<ul style="list-style-type: none"> <li>- How can I be responsible for my own and others health, safety and well-being?</li> <li>- What are the different ways we can move our body?</li> </ul>	<b>Physical Development:</b> <b>Safety First (5 weeks) (create unit)</b> Describe situations they are made to make healthy or safe decisions <ul style="list-style-type: none"> <li>- Describes and demonstrates what is needed to travel safely, e.g. cross at pedestrian crossings, ride on the footpath</li> <li>- Explores actions to stay safe in a range of water environments, e.g. safe places to swim</li> <li>- Describes preventive practices to improve health and safety, e.g. wear protective clothing and equipment, sun protection</li> <li>- Identifies items not to be shared to keep others safe due to contamination, infection, allergies or anaphylaxis</li> <li>- Recognises situations that require help from emergency and other support services and demonstrates what to do in an emergency</li> <li>- <b>Whole School Peer Support (Weeks 6-10) (Bullying/Resilience)</b></li> </ul> <b>Physical Education:</b> <b>Dance (Weeks 1-5) (Linked to CAPA)</b> Applies movement concepts to create and perform movement sequences <ul style="list-style-type: none"> <li>- Demonstrates changes in speed, direction and level of movement in response to changes in music tempo</li> <li>- Creates, follows, repeats and alters movement sequences in response to rhythm, music or words</li> <li>- Constructs and performs creative and original movement sequences in response to stimuli</li> <li>- Proposes a range of alternatives and tests their effectiveness when solving movement challenges</li> </ul> <b>Athletics Rotations/ Skills (Weeks 6-10)</b> <b>Fundamental Movement Skills</b> <ul style="list-style-type: none"> <li>- Introduction: Kick</li> <li>- Consolidation: Leap</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1: Pre-test</li> <li>- Week 5: Post-test (Reports)</li> <li>- Week 10: Post-test</li> <li>- Dance assessment checklist</li> <li>- Fundamental movement skills assessment checklist</li> </ul>

			<p><b>Whole School Activities:</b></p> <ul style="list-style-type: none"> <li>- Indigenous Games (NAIDOC Week)</li> <li>- Whole School Peer Support (Bullying/Resilience)</li> <li>Athletics Carnival</li> </ul>	
<p><b>Semester 1 Report Content: Personal Health and Development</b></p> <ul style="list-style-type: none"> <li>- Identifies ways to stay safe in a range of environments</li> <li>- Recognises situations that require help from emergency and other support services</li> <li>- Describes their own and others' strengths and achievements and identify how these contribute to personal identity</li> <li>- Describes physical and social changes that occur as children grow older</li> </ul>			<p><b>Semester 1 Report Content: Physical Education</b></p> <ul style="list-style-type: none"> <li>- Demonstrates fundamental movement skills while playing with and sharing equipment - static balance and sprint run.</li> <li>- Develops a repertoire of physical activities in which they can participate.</li> <li>- Constructs and performs creative and original movement sequences in response to stimuli</li> <li>- Demonstrates changes in speed, direction and level of movement in response to changes in music tempo</li> </ul>	

<p>3</p>	<p><b>PD1-3</b> - Recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p><b>PD1-4</b> - Performs movement skills in a variety of sequences and situations</p> <p><b>PD1-5</b> - Proposes a range of alternatives to solve movement challenges through participation in a range of activities</p> <p><b>PD1-6</b> - Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity</p> <p><b>PD1-8</b> - Participates in a range of opportunities that promote physical activity</p> <p><b>PD1-10</b> - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<ul style="list-style-type: none"> <li>- How can we be inclusive and respectful?</li> <li>- How can I act to make my environments healthy, safe and active?</li> <li>- How can I take responsibility to help myself and others to be healthy safe and active?</li> <li>- What are the different ways we can move our body?</li> <li>- How can we move and improve our involvement in physical activity?</li> <li>- How can we participate safely and fairly during physical activity?</li> </ul>	<p><b>Physical Development:</b>  <i>Exploring our community (create unit)</i>          Describes and practises ways to develop caring and respectful relationships and include others to make them feel they belong</p> <ul style="list-style-type: none"> <li>- Identifies groups people belong to and why they are important, e.g. support from family, friends and cultural groups</li> <li>- Identify</li> </ul> <p>Explores health and safety influences that benefit Aboriginal and Torres Strait Islander cultures, for example:</p> <ul style="list-style-type: none"> <li>- Describes the benefits in being connected to a community to keep safe</li> </ul> <p><b>Physical Education:</b>  <i>Anytime Activity</i>          Demonstrates movement skills and movement sequences in a variety of contexts, for example:</p> <ul style="list-style-type: none"> <li>- Explores the benefits of regular physical activity to health and wellbeing</li> <li>- Participates in new and unfamiliar physical activities to develop fitness and health</li> <li>- Describes situations where they are required to make healthy and/or safe decisions</li> <li>- Explores influences on participation in physical activity</li> <li>- Identifies and participates in opportunities that promote healthy decisions</li> <li>- Creates and participates in games with and without equipment</li> </ul> <p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction: Two handed strike</li> <li>- Consolidation: Kick, leap</li> </ul> <p><b>Whole School Activities:</b></p>	<ul style="list-style-type: none"> <li>- Week 1: Pre-test</li> <li>- Week 10: Post-test</li> <li>- Fundamental movement skills assessment checklist</li> <li>- Gymnastics assessment checklist</li> </ul>
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<p>4</p>	<p><b>PD1-4</b> - Performs movement skills in a variety of sequences and situations  <b>PD1-5</b> - Proposes a range of alternatives to solve movement challenges through participation in a range of activities  <b>PD1-10</b> - Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	<ul style="list-style-type: none"> <li>- What helps us to stay healthy and safe?</li> <li>- How can we participate safely and fairly during physical activity?</li> <li>- How can we move and improve our involvement in physical activity?</li> </ul>	<p><b>Physical Development/ Physical Education:</b>  <b>Game Sense (create a unit)</b>  Explores actions and opportunities to promote and celebrate healthy, safe and active living</p> <ul style="list-style-type: none"> <li>- Identifies rules and fair play when participating in physical activities</li> <li>- Explains why rules are needed in games and physical activities</li> <li>- Demonstrates turn-taking and safe sharing of equipment when participating in physical activities and minor games</li> <li>- Explains how rules contribute to personal safety and fair play and applies them in group activities</li> <li>- Communicates how and when they and others demonstrate safety and fair play</li> <li>- Uses a variety of equipment to perform object control skills to send, control and receive objects</li> </ul> <p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction: Dodge</li> <li>- Consolidation: Leap, Kick, Two handed strike</li> </ul> <p><b>Whole School Activities:</b></p> <ul style="list-style-type: none"> <li>- Swimming carnival</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1: Pre-test</li> <li>- Week 5: Post-test (Reports)</li> <li>- Fundamental movement skills assessment checklist</li> </ul>
<p><b>Semester 2 Report Content: Personal Health and Development</b></p> <ul style="list-style-type: none"> <li>- Describes and practises ways to develop caring and respectful relationships</li> <li>- Identifies groups people belong to and why they are important</li> <li>- Explains how rules contribute to personal safety and fair play and apply them in group activities</li> <li>- Explores health and safety influences that benefit Aboriginal and Torres Strait Islander cultures</li> </ul>		<p><b>Semester 2 Report Content: Physical Education</b></p> <ul style="list-style-type: none"> <li>- Demonstrates fundamental movement skills while playing with and sharing equipment</li> <li>- Identifies and participates in opportunities that promote healthy decisions</li> <li>- Demonstrates turn-taking and safe sharing of equipment when participating in physical activities and minor games</li> <li>- Creates and participates in games with and without equipment</li> </ul>		