

Shell Cove Public School

PDHPE Scope & Sequence

Stage 2

PDHPE Even Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - PD2-2 - Explains and Uses strategies to develop resilience and to make them feel comfortable and safe - PD2-10 - Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations - PD2-4 - Performs and refines movement skills in a variety of sequences and situations - PD2-5 - Applies strategies to solve movement challenges 	<ul style="list-style-type: none"> - How can I take-action to enhance my own and others health, safety and wellbeing? - What skills and strategies do I need to be healthy, safe and empowered? - How can we move our bodies to perform skills in different ways? - How can we include others in physical activity? 	<p>Physical Development: Be Alert Don't Get Hurt (Create a unit) Identifies and practise strategies to promote health, safety and wellbeing</p> <ul style="list-style-type: none"> - Identifies and practises ways of behaving at school that ensure the health, safety and wellbeing of themselves and others, e.g. follow school rules. - Identifies protective strategies in road environments, e.g. safe crossing procedures, uses safety equipment when travelling on wheels, stands clear of the train platform edge. - Recognises and rehearses water safety strategies and skills. - Recognises practices that prevent lifestyle disease and support their own and others' health, e.g. balanced eating habits, participation in physical activity. <p>Physical Education: Adapting Physical Activity (Create a unit) Adopts inclusive practices when participating in physical activities</p> <ul style="list-style-type: none"> - Uses interpersonal skills to complete a movement task, e.g. a partner balance, partner passing strategy or team strategy. - Works collaboratively with team members to maintain possession in a game. - Modifies physical activities to ensure that everyone is included, e.g. changing equipment, rules or playing space. - Identifies situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges. - Learns and participates in games from diverse cultures and teaches the class how to play them. <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: Static balance <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

<p>2</p>	<ul style="list-style-type: none"> - PD2-10 - Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion - PD2-6 - Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity - PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces in various situations - PD2-4 - Performs and refines movement skills in a variety of sequences and situations - PD2-11 - Combines movement skills and concepts to effectively create and perform movement sequences 	<ul style="list-style-type: none"> - How can I continue to promote healthy, safe and active communities? - How can we move our bodies to perform skills in different ways? - How can we demonstrate our understanding of movement to solve challenges? 	<p>Physical Development: Promoting Health (5 weeks) Describes how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations</p> <ul style="list-style-type: none"> - Recognises types of abuse and bullying behaviours and identifies safe and supportive up-stander behaviour and protective strategies - Practises responses and strategies that promote personal safety in unsafe situations, e.g. No Go-Tell, seek assistance <p>Recognises their responsibility to contribute to a healthy, safe and active environment for themselves and others</p> <ul style="list-style-type: none"> - Identifies problem situations in the playground and classroom and suggests ways to improve their environment - Researches people and places that offer advice and support to themselves and others and share this information with peers using ICT tools <p>Whole School Peer Support Program (5 weeks) (Bullying/Resilience) Make Positive Contributions to group activities</p> <p>Physical Education: New Moves(5 weeks) (create a unit)</p> <ul style="list-style-type: none"> - Dance: Link with CAPA <p>Practises and applies movement concepts and movement skills in a variety of movement sequences and contexts</p> <ul style="list-style-type: none"> - Combines elements of space, time, objects, effort and people when performing movement sequences - Combines locomotor and non-locomotor movement to create and perform movement sequences - Creates and performs movement sequences that vary in shape, size, direction, level, speed and flow. <p>Athletics Rotations (5 weeks) Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Sprint Run - Consolidation: Static Balance <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Athletics Carnival - Indigenous Games (NAIDOC Week) <p>Participate in physical Activities from their own and others cultures</p>	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Week 10: Post-test - Dance assessment checklist - Fundamental movement skills assessment checklist
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			<ul style="list-style-type: none"> - Whole School Peer Support (Bullying/Resilience) 	
<p>Semester 1 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Explains and uses strategies to develop resilience and to make them feel comfortable and safe. - Identifies and practises ways of behaving at school that ensure the health, safety and wellbeing of themselves and others. - Recognises practices that prevent lifestyle disease and support their own and others' health. - Recognises types of abuse and bullying behaviours and identifies safe and supportive up stander behaviours and protective strategies. 			<p>Semester 1 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Uses interpersonal skills to complete movement tasks. - Works collaboratively with team members to maintain possession in a game. - Recognises fairness and inclusion in a game situation, and proposes strategies to promote these actions. - Demonstrates fundamental movement skills while playing with and sharing equipment - static balance and sprint run. 	

<p>3</p>	<ul style="list-style-type: none"> - PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces - PD2-8 - Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing - PD2-9 - Demonstrates self-management skills to respond to their own and others' actions <ul style="list-style-type: none"> - PD2-11 - Combines movement skills and concepts to effectively create and perform movement sequences - PD2-4 - Performs and refines movement skills in a variety of sequences and situations - PD2-5 - Applies strategies to solve movement challenges 	<ul style="list-style-type: none"> - How can we contribute to making healthy, safe and active communities? <ul style="list-style-type: none"> - How can we demonstrate our understanding of movement to solve challenges? - How can we move our bodies to perform skills in different ways 	<p>Physical Development: Embracing Physical Activity and Health (create a unit) Recognises their responsibility to contribute to a healthy, safe and active environment for themselves and others</p> <ul style="list-style-type: none"> - Identifies problems in the playground and classroom and suggests ways to improve their environment - Describes factors that have an impact on participation in physical activity and develops plans to increase their own and others physical activity - Researches people, places and programs that offer advice and support to themselves and others and share this information with peers e.g. presentations <p>Suggests and applies strategies that help to create a healthy, safe and active environment for themselves and others</p> <ul style="list-style-type: none"> - Takes action to plan, promote and adopt healthy food and drink choices that support sustainable practises at home and at school <p>Physical Education: Challenge Your Limits (create a unit) Poses questions, tests solutions and uses problem solving strategies to solve movement challenges</p> <ul style="list-style-type: none"> - Participates in physical activities which require problem solving and persistence to achieve a goal - Identifies how to modify plans within a game to achieve success - Participates in activities that challenge fitness and skill level - Examines the effects of physical activity on the mind and body <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Introduction: Vertical Jump • Consolidation: Static Balance, Sprint run <p>Whole School Activities:</p>	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 10: Post-test - Fundamental movement skills assessment checklist - Gymnastics assessment checklist
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<p>4</p>	<ul style="list-style-type: none"> - PD2-1 - Explores strategies to manage physical, social and emotional change - PD2-2 - Explains and Uses strategies to develop resilience and to make them feel comfortable and safe - PD2-3 - Explains how empathy, inclusion and respect can positively influence relationships - PD2-9 - Demonstrates self-management skills to respond to their own and others' actions - PD2-10 - Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations - PD2-8 - Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing 	<ul style="list-style-type: none"> - How does who I am influence others - What skills and strategies do we need to be healthy, safe and empowered? - How can we move our bodies to perform skills in different ways? - How can we include others in physical activity? 	<p>Physical Development: Working With Others (Create a unit) Investigates how emotional responses vary in depth and strength</p> <ul style="list-style-type: none"> - Recognises their own emotional responses to different situations and how these might differ to others, e.g. happy, worried, nervous, excited - Describes strategies that they can use to predict and manage their emotions before making a decision, e.g. calm down before responding, walking away from an emotional situation, consider alternatives - Makes positive contributions to group activities. <p>Investigates Aboriginal and Torres Strait Islander peoples' cultures and cultural heritages to respect and value diversity</p> <ul style="list-style-type: none"> - Explore local Aboriginal culture and heritages and propose ways to show respect and value diversity in the community - Investigate ways different cultures celebrate important events and develop a sense of belonging to their culture. <p>Physical Education: Cultural Games (Create a unit)</p> <ul style="list-style-type: none"> - Adopts inclusive practices when participating in physical activities - Participates in physical activities from their own and other cultures - Participates with cultural guidance and endorsement, in Aboriginal and Torres Strait Islander dances and games - Learns and participates in games from diverse cultures and teaches the class how to play them. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Catch - Consolidation: Static Balance, Sprint run, Vertical Jump <p>Whole School Activities: Swimming Carnival</p>	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Fundamental movement skills assessment checklist
<p>Semester 2 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Explains and uses strategies to develop resilience and to make them feel comfortable and safe. 		<p>Semester 2 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Participates in physical activities which require problem solving and persistence to achieve a goal. - Identifies how to modify plans within a game to achieve success. - Participates in activities that challenge fitness and skill level. 		

- Explains how empathy, inclusion and respect can positively influence relationships.
- Identifies problems in the playground and classroom and suggest ways to improve their environment.
- Researches people, places and programs that offer advice and support to themselves and others and shares this information with peers.
- Describes strategies that they can use to predict and manage their emotions before making a decision.
- Makes positive contributions to group activities.

- Adopts inclusive practices when participating in physical activities
- Demonstrates fundamental movement skills while playing with and sharing equipment - vertical jump and catch.