

Shell Cove Public School

PDHPE Scope & Sequence

Stage 2

PDHPE Odd Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces - PD2-9 - Demonstrates self-management skills to respond to their own and others' actions <ul style="list-style-type: none"> - PD2-4 - Performs and refines movement skills in a variety of sequences and 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? - Why are empathy, inclusion and respect important in our relationships? <ul style="list-style-type: none"> - How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? - How can we demonstrate our understanding of movement to solve challenges? 	<p>Physical Development: Mind Shift</p> <p>Explores how success, challenge and overcoming adversity strengthens identity, for example:</p> <ul style="list-style-type: none"> - Explores factors that influence the development of personal identity, e.g. parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion, emerging world issues - Describes various factors that contribute to Aboriginal and/or Torres Strait Islander identity explain how persistence and meeting challenges strengthens identity - Proposes ways to respond positively to challenge and overcoming adversity, e.g. positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings - Explores how overcoming a challenge or adversity can unite a group of diverse people - Examines the effects of physical activity on the mind and body <p>Physical Education: Make a Move (Create a unit)</p> <p>Performs and refines movement skills in a variety of movement sequences and contexts</p> <ul style="list-style-type: none"> - Performs activities where locomotor, object control and stability skills are combined to complete a movement sequence or activity or game. - Poses questions, tests solutions and uses problem solving strategies to solve movement challenges 	<ul style="list-style-type: none"> - Week 5: Verbal Pre-test - Week 10: Verbal Post-test - Fundamental movement skills assessment checklist

			<ul style="list-style-type: none"> - Applies movement skills and responds to feedback to solve movement challenges <p>Cross Country preparation</p> <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 	
2	<ul style="list-style-type: none"> - PD2-6 - Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity - 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 - PD2-11- Combines movement skills and concepts to effectively create and perform movement sequences 	<ul style="list-style-type: none"> - How can I contribute to promote healthy, safe and active communities? - What skills and strategies do we need to be healthy, safe and empowered? - How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? 	<p>Physical Development: Invest in Yourself (Create a unit -5weeks)</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <ul style="list-style-type: none"> - Water Safety - Road Safety - Balanced eating habits and participation in physical activity <p>Analyse physical and emotional responses that indicate when they and other feel safe or empowered</p> <ul style="list-style-type: none"> - Compare feelings they experience in a variety of safe and unsafe situations <p>Examine the effects of physical activity on the mind and body</p> <ul style="list-style-type: none"> - Investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing - Investigate the physical activities people engage in to improve and maintain their health <p>Whole School Peer Support Program (5 weeks) (Bullying/Resilience)</p> <p>Physical Education: Athletics Rotations/ Skills (create a unit)</p> <p>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"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Week 10: Post-test - Dance assessment checklist - Fundamental movement skills assessment checklist

			<ul style="list-style-type: none"> - Indigenous Games (NAIDOC Week) - Whole School Peer Support (Bullying/Resilience) - Athletics Carnival 	
<p>Semester 1 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Explore factors that influence the development of personal identity, including parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion and emerging world issues. - Proposes ways to respond positively to challenge and overcoming adversity, including: positive self-talk, optimistic thinking, help-seeking behaviours and/or appropriate expression of feelings. - Describes situations where they are required to make healthy and/or safe decisions. - Demonstrates self-management skills to respond to their own and others' actions. - Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. 			<p>Semester 1 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Demonstrates fundamental movement skills while playing with and sharing equipment – hop and side gallop. - Performs activities where locomotor, object control and stability skills are combined to complete a movement sequence or activity or game. - Applies movement skills and responds to feedback to solve movement challenges 	

			<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Skip - Consolidation: Hop, Side Gallop <p>Whole School Activities:</p>	
4	<ul style="list-style-type: none"> - PD2-1 - Explores strategies to manage physical, social and emotional change - PD2-7 - Describes strategies to make home and school healthy, safe and physically active spaces - 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 - PD2-11 - Combines movement skills and concepts to effectively create and perform movement sequences 	<ul style="list-style-type: none"> - How can we manage change? - How does who I am influence others? - How can we demonstrate our understanding of movement to solve challenges? - How can we include others in physical activities? 	<p>Physical Development: Understanding yourself (create unit)</p> <ul style="list-style-type: none"> - Explores strategies to manage physical, social and emotional change, for example: – Identifies people or sources of information to learn about change and to seek help and advice, e.g. family members, a trusted adult. - Describes changes associated with puberty, e.g. menstruation, body hair, feelings, attraction to others and identifies strategies to manage these changes, e.g. talking to parents/carers. <p>Discusses the contextual factors influencing personal choices and decisions around health, safety and physical activity</p> <ul style="list-style-type: none"> - Describes why people use drugs for medical and non-medical reasons - Describes the effects of tobacco and alcohol on physical and mental health. - Demonstrates refusal skills to enhance their own health. <p>Physical Education: Choose your own adventure (Create unit)</p> <p>Poses questions, tests solutions and uses problem solving strategies to solve movement challenges</p> <ul style="list-style-type: none"> - Plans strategies or tactics to be successful in tag and dodge games. - Demonstrates movement concepts and strategies to create scoring opportunities. - Applies basic rules and scoring systems and demonstrates fair play when participating in physical activities. 	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 5: Post-test (Reports) - Fundamental movement skills assessment checklist

			<ul style="list-style-type: none"> - Recognises fairness and inclusion in a game situation, and proposes strategies to promote these actions. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Overarm Throw - Consolidation: Skip, Hop, Side Gallop <p>Whole School Activities: Swimming Carnival</p>	
<p>Semester 2 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Creates a meal using bush tucker ingredients that take into account the cultural significance of bush food. - Describes changes associated with puberty and identifies strategies to manage these changes. - Describes why people use drugs for medical and non-medical reasons - Describes the effects of tobacco and alcohol on physical and mental health. 			<p>Semester 2 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Demonstrates fundamental movement skills while playing with and sharing equipment – skip and overarm throw. - Performs activities where locomotor, object control, and stability skills are combined to complete a movement sequence, activity or game. - Participates and uses equipment in a variety of games and modified sport. - Recognises fairness and inclusion in a game situation, and proposes strategies to promote these actions. 	