

# Shell Cove Public School

## PDHPE Scope & Sequence

Stage 3

PDHPE Even Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> <li>- <b>PD3-1</b> - Identifies and applies strengths and strategies to manage life changes and transitions</li> <li>- <b>PD3-2</b> - Investigates information, community resources and strategies to Demonstrates resilience and seek help for themselves and others</li> <li>- <b>PD3-3</b> - Evaluates the impact of empathy, inclusion and respect on themselves and others</li> <li>- <b>PD3-7</b> - Proposes and Implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</li> <li>- <b>PD3-9</b> - Applies and adapts self-management skills to respond to personal and group situations</li> <li>- <b>PD3-4</b> - Adapts movement skills in a variety of physical activity contexts</li> <li>- <b>PD3-5</b> - Proposes, applies and assesses solutions to movement challenges</li> <li>- <b>PD3-11</b> - Selects, manipulates and modifies movement skills and concepts to effectively create and Performs movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>- How do I manage transitions and challenges?</li> <li>- How do empathy, inclusion and respect have an impact on myself and others?</li> <li>- How can we use strategies and tactics to create solutions to movement challenges?</li> <li>- How can we work with others to build positive relationships during physical activity?</li> </ul>	<p><b>Physical Development: Think Before You Act (Create a unit)</b> Examines the influence of emotional responses on behaviour and relationships, e.g. analyse situations where emotions can influence decision making</p> <ul style="list-style-type: none"> <li>- Discusses how appropriate emotional response can have an impact on relationships.</li> <li>- Explores contextual factors that influence the expression of emotions, e.g. peer pressure, cultural norms, and gender expectations.</li> <li>- Explores scenarios to identify behaviours which make a scenario safe or unsafe, e.g. warning signs, secrets, threats, bribes and violence.</li> </ul> <p>Practises skills to establish and manage relationships</p> <ul style="list-style-type: none"> <li>- Explores reasons why relationships change and devise strategies to manage transitions.</li> <li>- Demonstrates skills and strategies to establish new relationships.</li> </ul> <p><b>Physical Education: Games for Understanding (Create a unit)</b> Practises specialised movement skills and Applies them in a variety of movement sequences and situations</p> <ul style="list-style-type: none"> <li>- Performs physical activities that involve a transition from one skill to another e.g. from dribbling to shooting, leaping to balancing, running and passing, running to kicking.</li> <li>- Applies kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and Implements strategies in games and sports.</li> </ul> <p><b>*Cross Country preparation</b></p> <p><b>Fundamental Movement Skills:</b></p> <ul style="list-style-type: none"> <li>- Introduction: Hop</li> </ul> <p><b>Whole School Activities:</b></p> <ul style="list-style-type: none"> <li>- Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>- Week 3: Pre-test</li> <li>- Week 10: Post-test</li> <li>- Fundamental movement skills assessment checklist</li> </ul>

<p>2</p>	<ul style="list-style-type: none"> <li>- <b>PD3-3</b> - Evaluates the impact of empathy, inclusion and respect on themselves and others</li> <li>- <b>PD3-7</b> - Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</li> <li>- <b>PD3-9</b> - Applies and adapts self-management skills to respond to personal and group situations</li> <li>- <b>PD3-10</b> - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</li>   <li>- <b>PD3-4</b> - Adapts movement skills in a variety of physical activity contexts</li> </ul>	<ul style="list-style-type: none"> <li>- How do empathy, inclusion and respect have an impact on myself and others?</li> <li>- How do I manage transitions and challenges?</li> <li>- How responsible am I for my own and others' health, safety and wellbeing?</li> <li>- How can we adapt and performs movement skills in different situations?</li> </ul>	<p><b>Physical Development: Managing Self (See unit) (5 weeks)</b></p> <ul style="list-style-type: none"> <li>- Examines the influence of emotional responses on behaviour and relationships.</li> <li>- Investigates and adopt practices that help promote and maintain health, safety and wellbeing.</li> <li>- Implements actions to maintain and improve the quality of an active lifestyle.</li> </ul> <p><b>Peer Support program (Bullying and Resilience) (Weeks 6-10)</b></p> <p><b>Physical Education: Practises and Performs (5 weeks) (Create a unit)</b></p> <ul style="list-style-type: none"> <li>- Dance: Link with Creative Arts Unit</li> </ul> <p>Practises specialised movement skills Manipulates and modify elements of space, time, objects, effort and people to perform movement sequences</p> <ul style="list-style-type: none"> <li>- Creates a movement sequence that demonstrates variations in flow and levels and involves individuals moving in time.</li> <li>- Performs and refine movement skills to a variety of situations.</li> <li>- Uses feedback to modify and adapt performance as a result of practise, peer and self- assessment, e.g. video recording to provide feedback on performance.</li> </ul> <p><b>*Athletics Rotations (5 weeks)</b></p> <p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction: Side gallop</li> <li>- Consolidation: Hop</li> </ul> <p><b>Whole School Activities:</b></p> <ul style="list-style-type: none"> <li>- Athletics Carnival</li> <li>- Indigenous Games (NAIDOC Week)</li> <li>- Whole School Peer Support (Bullying/Resilience)</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>Semester 1 Report Content: Personal Health and Development</b></p> <ul style="list-style-type: none"> <li>- Examines the influence of emotional responses on behaviour and relationships.</li> <li>- Explores reasons why relationships change and devise strategies to manage transitions.</li> <li>- Implements actions to maintain and improve the quality of an active lifestyle.</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 – hop and side gallop.</li> <li>- Develops a repertoire of physical activities in which they can participate.</li> <li>- Manipulates and modify elements of space, time, objects, effort and people to perform movement sequences.</li> <li>- Uses feedback to modify and adapt performance.</li> </ul>		

<p>3</p>	<ul style="list-style-type: none"> <li>- <b>PD3-2</b> - Investigates information, community resources and strategies to Demonstrates resilience and seek help for themselves and others</li> <li>- <b>PD3-4</b> - Adapts movement skills in a variety of physical activity contexts</li> <li>- <b>PD3-5</b> - Proposes, applies and assesses solutions to movement challenges</li>   <li>- <b>PD3-6</b> – Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</li> <li>- <b>PD3-10</b> - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</li> </ul>	<ul style="list-style-type: none"> <li>- How responsible am I for my own and others' health safety and wellbeing?</li> <li>- What actions positively influence the health safety and wellbeing of my community?</li>   <li>- How can we adapt and perform movement skills in different situations?</li> <li>- How can we work with others to build positive relationships during physical activity?</li> </ul>	<p><b>Physical Development: Making Healthy Choices (Create a unit)</b>  Investigates community resources and ways to seek help about health, safety and wellbeing.</p> <ul style="list-style-type: none"> <li>- Identifies trusted adults in the community who can provide advice and support and discusses ways to access these people in a range of different contexts, e.g. parents/carers, family, community Elders, community organisations, teachers.</li> <li>- Researches sources of health information and places they can seek help about health, safety and wellbeing.</li> <li>- Applies criteria to determine the reliability and relevance of community resources in providing factual information.</li> <li>- Evaluates the reliability of health information and messages from different sources before making decisions.</li> </ul> <p>Plans and practises assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example,</p> <ul style="list-style-type: none"> <li>- Identifies situations where personal choices can influence their own and others health: smoking, alcohol and risk taking behaviours.</li> </ul> <p><b>Physical Education: Fair Play (Create a unit)</b>  Performs and refines movement skills in a variety of situations</p> <ul style="list-style-type: none"> <li>- Adapts movement techniques to cater for the use of different equipment and physical activities.</li> <li>- Participates positively in groups and teams by encouraging others and negotiating roles and responsibilities.</li> <li>- Demonstrates negotiation skills when dealing with conflicts.</li> <li>- Applies critical and creative thinking to generate, create and access solutions to movement challenges.</li> <li>- Explains the rationale for particular rules, strategies and tactics in individual/ group/ team activities, games and sports.</li> <li>- Demonstrates ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.</li> </ul> <p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction: Skip</li> <li>- Consolidation: Side gallop, hop</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> </ul>
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<p>4</p>	<ul style="list-style-type: none"> <li>- <b>PD3-6</b> - Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</li> <li>- <b>PD3-8</b> - Creates and participates in physical activities to promote healthy and active lifestyles</li> <li>- <b>PD3-10</b> - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</li>   <li>- <b>PD3-11</b> - Selects, manipulates and modifies movement skills and concepts to effectively create and Performs movement sequences</li> </ul>	<p>How can we work with others to build positive relationships during physical activity?</p> <ul style="list-style-type: none"> <li>- How does a healthy, safe and active lifestyle enhance connections with others?</li> <li>- How responsible am I for my own and others' health, safety and wellbeing?</li> </ul>	<p><b>Physical Development: Community and Culture (Create a unit)</b></p> <ul style="list-style-type: none"> <li>- Participates in physical activity from their own and others cultures and examines how involvement creates community connections and intercultural understanding creates community connections.</li> <li>- Researches physical activity in Aboriginal and Torres Strait Islander cultures.</li> <li>- Researches and participate in different culturally diverse physical activities that people in other countries play.</li> <li>- Acknowledges the cultural significance of physical activity</li> </ul> <p><b>Physical Education: The Pursuit of Happiness (Create a unit)</b>  Recognises how regular physical activity and movement situations promote enjoyment and positive outcomes for participants</p> <ul style="list-style-type: none"> <li>- Implements actions to maintain and improve the quality of an active lifestyle.</li> <li>- Participates in physical activities designed to address fitness and health goals.</li> <li>- Interacts with people who can help them improve their fitness levels, game play or sport skills.</li> </ul> <p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction: Overarm throw</li> <li>- Consolidation: Skip, side gallop, hop</li> </ul> <p><b>Whole School Activities:</b>  Swimming Carnival</p>	<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>- Investigates community resources and ways to seek help about health, safety and wellbeing.</li> <li>- Identifies situations where personal choices can influence their own and others health: smoking, alcohol and risk taking behaviours.</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 – skip and overarm throw.</li> <li>- Recognises how regular physical activity and movement situations promote enjoyment and positive outcomes for participants.</li> <li>- Participates in physical activities designed to address fitness and health goals.</li> <li>- Participates positively in groups and teams by encouraging others and negotiating roles and responsibilities.</li> <li>- Demonstrates negotiation skills when dealing with conflicts.</li> <li>- Demonstrates ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.</li> </ul>		