

Shell Cove Public School

PDHPE Scope & Sequence

Stage 3

PDHPE Odd Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - PD3-6 - Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable - PD3-7 - Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces - PD3-9 - Applies and adapts self-management skills to respond to personal and group situations - PD3-10 - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections - PD3-4 - Adapts movement skills in a variety of physical activity contexts 	<ul style="list-style-type: none"> - How do empathy inclusion and respect have an impact on myself and others? - How can we adapt and Performs movement skills in different situations? - How can we work with others to build positive relationships during physical activity? 	<p>Physical Development: Knowing Me, Knowing You (Create a unit)</p> <ul style="list-style-type: none"> - Identifies how personal strengths and qualities contribute to identity and inform views. - Creates connections with others to enhance social and emotional health. - Examines how a connection to the local community, environment, or special places can influence health and wellbeing. - Explores ways in which people can connect with other members of their community. <p>Physical Education: Moving Objects (Create a unit)</p> <ul style="list-style-type: none"> - Varies locomotor movement patterns to cater for variations in movement, e.g. sprinting, distance running, sidestepping, dodging and defensive / offensive game skills. - Appraises the quality of movement in order to modify and improve performance. - Applies movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge during games and sport. <p>*Cross Country preparation</p> <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> - Introduction: Leap <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Cross Country 	<ul style="list-style-type: none"> - Week 5: Verbal Pre-test - Week 10: Verbal Post-test - Fundamental movement skills assessment checklist

<p>2</p>	<ul style="list-style-type: none"> - PD3-1 - Identifies and applies strengths and strategies to manage life changes and transitions - PD3-2 - Investigates information, community resources and strategies to Demonstrates resilience and seek help for themselves and others - PD3-9 - Applies and adapts self-management skills to respond to personal and group situations <ul style="list-style-type: none"> - PD3-4 - Adapts movement skills in a variety of physical activity contexts - PD3-11 - Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences 	<ul style="list-style-type: none"> - How does my uniqueness change over time? - How can I manage transitions and challenges <ul style="list-style-type: none"> - How can we adapt and Performs movement skills in different situations? - How can we adapt and Performs movement skills in different situations? 	<p>Physical Development: Exploring Change (Create a unit) Examines change and investigates resources and strategies to manage transitions and challenges, e.g.</p> <ul style="list-style-type: none"> - Recognises and understand types of change: physical changes, changing feelings towards others. - Understands that people experience change associated with puberty at different times, intensity and with different responses, e.g. menstruation and wet dreams. - Investigates help seeking strategies to manage changes associated with puberty. <p>Whole School Peer Support (Bullying/Resilience) (Weeks 6-10)</p> <p>Physical Education: Get Dancing (5 weeks) (Create a unit)</p> <ul style="list-style-type: none"> - Dance: Link with Creative Arts Unit - Practises specialised movement skills and applies them in a variety of movement sequences and situations. - Composes and performs a range of creative dances from different cultures (with cultural guidance and endorsement) <p>Athletics Rotations/ Skills (5 weeks)</p> <ul style="list-style-type: none"> - Practises specialised movement skills and applies to athletics activities. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Kick - Consolidation: Leap <p>Whole School Activities:</p> <ul style="list-style-type: none"> - Indigenous Games (NAIDOC Week) - Whole School Peer Support (Bullying/Resilience) 	<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
<p>Semester 1 Report Content: Personal Health and Development</p> <ul style="list-style-type: none"> - Identifies how personal strengths and qualities contribute to identity and inform views. - Creates connections with others to enhance social and emotional health. - Recognises and understand types of change: physical changes, changing feelings towards others. - Investigates help seeking strategies to manage changes associated with puberty. 	<p>Semester 1 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Demonstrates fundamental movement skills while playing with and sharing equipment – leap and kick. - Differs locomotor movement patterns to cater for variations in movement, e.g. sprinting, distance running, sidestepping, dodging and defensive/offensive game skills. - Applies movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge during games and sport. - Composes and performs a range of creative dances from different cultures. 			

<p>3</p>	<ul style="list-style-type: none"> - PD3-2 - Investigates information, community resources and strategies to Demonstrates resilience and seek help for themselves and others - PD3-9 - Applies and adapts self-management skills to respond to personal and group situations - PD3-5 - Proposes, applies and assesses solutions to movement challenges - PD3-11 - Selects, manipulates and modifies movement skills and concepts to effectively create and Performs movement sequences 	<ul style="list-style-type: none"> - How responsible am I for my own and others' health, safety and wellbeing? - How does a healthy lifestyle enhance our connections with others? - How can we work with others to build positive relationships during physical activity? - How can we use tactics and strategies to create movement solutions too movement challenges? 	<p>Physical Development: Responding Safely Slip, Slop, Splash (Create a unit) Plans and practises assertive behaviours and actions that protect and promote safety and wellbeing</p> <ul style="list-style-type: none"> - Recommends appropriate actions to improve health, safety, wellbeing, or physical activity issues within the school or wider communities. - Suggests and practises action plans for emergency situations to ensure the safety of themselves and others, e.g. basic first aid, DRABC. Asthma, allergies and anaphylactic reactions <p>Water Safety/ Sun Safety</p> <ul style="list-style-type: none"> - Acknowledges the cultural significance of physical activity in Australia and different parts of the world. - Describes the place of water based recreational activities in Australian society and how communities come together to enjoy water based activities. - Selects and practises appropriate responses to promote safety in different water environments. - Discusses issues relating to skin damage and sun exposure. <p>Physical Education: Survivor Challenge (Create a unit) Students design a survivor course and move through rotations</p> <ul style="list-style-type: none"> - Implements tactics which account for their own strengths and the strengths of others in groups on movement challenges and team activities. - Participates safely and positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity, e.g. initiative/challenge physical activities. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Two handed strike - Consolidation: Kick, leap <p>Whole School Activities:</p>	<ul style="list-style-type: none"> - Week 1: Pre-test - Week 10: Post-test - Fundamental movement skills assessment checklist
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<p>4</p>	<ul style="list-style-type: none"> - PD3-2 - Investigates information, community resources and strategies to Demonstrates resilience and seek help for themselves and others - PD3-6 - Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable - PD3-7 - Proposes and Implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces - PD3-4 - Adapts movement skills in a variety of physical activity contexts - PD3-5 - Proposes, applies and assesses solutions to movement challenges - PD3-11 - Selects, manipulates and modifies movement skills and concepts to effectively create and Performs movement sequences 	<ul style="list-style-type: none"> - How do empathy, inclusion and respect have an impact on myself and others? - How responsible am I for my own and others' health and safety? - How can we adapt and Performs movement skills in different situations? - How can we work with others to build positive relationships during physical activity? 	<p>Physical Development: Fact or Fiction (Create a unit) Examines how identity and behaviour are influenced by people, places and the media.</p> <ul style="list-style-type: none"> - Explores the factors that influence how individuals interact and the personal; choices they make: gender stereotypes and expectations, body image, rights and responsibilities in relationships. - Explores how the media and people in the community influence personal attitudes, beliefs, decisions and behaviours, e.g. explains how family, peers and social media influence the way individuals interact and the decisions they make in given situations. <p>Physical Education: Anything Round (Create a unit)</p> <ul style="list-style-type: none"> - Refines object control skills to perform specialised movement patterns related to games and sports involving ball skills. E.g. bowl/pitch, shoulder pass, chest pass, bounce pass, forehand/backhand strike, serve, punt, drop kick, tag, touch. - Responds appropriately to others when working in small groups on movement tasks or challenges. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> - Introduction: Dodge - Consolidation: Two handed strike, kick, leap <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"> - Suggests and practises action plans for emergency situations to ensure the safety of themselves and others, e.g. basic first aid, DRABC. Asthma, allergies and anaphylactic reactions - Selects and practises appropriate responses to promote safety in different water environments. - Discusses issues relating to skin damage and sun exposure. - Explores how the media and people in the community influence personal attitudes, beliefs, decisions and behaviours. 		<p>Semester 2 Report Content: Physical Education</p> <ul style="list-style-type: none"> - Demonstrates fundamental movement skills while playing with and sharing equipment – two-handed strike and dodge. - Refines object control skills to perform specialised movement patterns related to games and sports involving ball skills. For example: bowl/pitch, shoulder pass, chest pass, bounce pass, forehand/ backhand strike, serve, punt, drop kick, tag, touch. - Responds appropriately to others when working in small groups on movement tasks or challenges. - Participates safely and positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity. 		

