PDHPE Sample Year 1 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHPE10 weeks | PD1-3PD1-5PD1-6PD1-9PD1-10 | **Unit title** – How can we include everyone?**Unit description** – Students participate in a variety of activities to develop the knowledge, understanding and skills that will allow them to be inclusive of all students. There is a focus on recognising how people feel when they are included or excluded from a group and developing the skills to understand different personal interests.**Key inquiry questions**How can we be inclusive and respectful?How can we move and improve our involvement in physical activity?What influences my decisions and actions to be healthy, safe and physically active?How can we participate safely and fairly during physical activity? |  |
| Term 2PDH10 weeks | PD1-2PD1-7PD1-9 | **Unit title** – Where are my safe places at home and school?**Unit description** – Students explore how they can stay safe in a range of environmental settings and develop their skills to identify safe and unsafe situations. Help-seeking strategies such as identifying trusted people and safe places are explored by students.**Key inquiry questions**How do we grow and change over time?How can you act to help make my environments healthy, safe and active? | Child protectionDrug educationRoad safety |
| Term 2PE10 weeks | PD1-4PD1-5PD1-11 | **Unit title** – How can I move it?**Unit description** – Students participate in a variety of movement activities and challenges to further develop locomotor skills and the manipulative skills of throwing and catching. There is a strong focus on movement to music throughout the warm-up and introductory activities in each lesson to further develop students understanding of space, time and effort in relation to objects and other students.**Key inquiry questions**What are the different ways we can move our body?How can we move and improve our involvement in physical activity? |  |
| Term 3PDH10 weeks | PD1-1PD1-6PD1-9PD1-10 | **Unit title** – Why am I growing and changing?**Unit description** – Students investigate what changes may occur to them physically and socially across different contexts while considering how this may impact them emotionally. There is a strong focus on investigating the influence of family and friends upon their decisions related to their health and wellbeing.**Key inquiry questions**How does my uniqueness shape who I am?How do we grow and change over time?What influences my decisions and actions to be healthy, safe and physically active? | Child protection |
| Term 3PE10 weeks | PD1-4PD1-5PD1-10PD1-11 | **Unit title** – How can I further develop my movement skills?**Unit description** – Students participate in a wide variety of movement challenges and games to further develop fundamental and creative movement skills. They are encouraged to experiment with and integrate the skills of running, dodging and striking. Students learn through skill development in movement challenges and skill-based games.**Key inquiry questions**What are the different ways we can move our body?How can we move and improve our involvement in physical activity?How can we participate safely and fairly during physical activity? |  |
| Term 4PDH10 weeks | PD1-6PD1-7PD1-8PD1-9 | **Unit title** – How do I look after my health, anywhere, anytime? (Part 1)**Unit description** – Students explore the benefits of physical activity, who and what may influence their participation, the different environments they can use and how safety can influence participation. This includes the school, the community and various natural settings such as aquatic environments.**Key inquiry questions**What influences my decisions and actions to be healthy, safe and physically active?How can I act to help make my environment healthy, safe and active?How can I be responsible for my own, and others health, safety and wellbeing? | Road safety |
| Term 4PE10 weeks | PD1-4PD1-5PD1-10PD1-11 | **Unit title** – How do I move to the music?**Unit description** – Students participate in a range of individual and small-group rhythmic and expressive movement challenges. They are encouraged to reflect upon current performances and work collaboratively where appropriate. Students are provided the opportunity to incorporate a wide variety of fundamental movement skills, gymnastic-type dominant movement patterns and their own creative movements in conjunction with music.**Key inquiry questions**What are the different ways we can move our body?How can we move and improve our involvement in physical activity?How can we participate safely and fairly during physical activity? |  |

[**PDHPE K-10 Syllabus**](http://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018