PDHPE sample Year 2 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  10 weeks | PD1-1  PD1-2  PD1-9 | **Unit title –** How can I be stronger?  **Unit description –** Students investigate how they can successfully manage challenging situations across different contexts to make positive health choices. They identify personal strengths and develop self-management skills such as decision-making, problem solving and emotion and stress management.  **Key inquiry questions**  How does my uniqueness shape who I am?  How do we grow and change over time?  How can I be responsible for my own, and others health, safety and wellbeing? | Child protection  Road safety |
| Term 1  PE  10 weeks | PD1-4  PD1-5  PD1-10  PD1-11 | **Unit title –** How can I bounce into my movement?  **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 hopping, skipping and kicking. Students learn through skill development in movement challenges, skill-based games and isolated challenges where necessary.  **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 safety and fairly during physical activity? |  |
| Term 2  PDH  10 weeks | PD1-6  PD1-7  PD1-8  PD1-9 | **Unit title** **–** How do I look after my health, anywhere, anytime? (Part 2)  **Unit description –** Students explore practices that impact on their health and explore what messages they receive through the media and from others, and how that might influence their decision-making. There is a focus on mental health, what contributes towards positive mental health and how it is connected to regular physical activity.  **Key inquiry questions**  How does my uniqueness shape who I am?  How can I be responsible for my own, and others health, safety and wellbeing?  How can I act to help make my environments, healthy, safe and active?  What influences my decision and actions to be healthy, safe and physically active? | Child protection  Drug education  Road safety |
| Term 2  PE  10 weeks | PD1-4  PD1-5  PD1-10  PD1-11 | **Unit title** **–** How can I use different levels and directions to move?  **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 leap, side-gallop, throw and catch. Students learn through skill development in movement challenges, skill-based games and where necessary, isolated challenges.  **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 3  PDH  10 weeks | PD1-6  PD1-7  PD1-10 | **Unit title –** Why is food a jigsaw?  **Unit description –** Students explore how food can improve the health of everyone in their community. They explore how cultural differences influence food selection and the role food has within cultural celebrations. This unit has been designed to align with ‘Where have our games come from?’ as students discover cultural influences in food and physical activity.  **Key inquiry questions**  How can I act to help make my environments healthy, safe and active?  What influences my decisions and actions to be healthy, safe and physically active? |  |
| Term 3  PE  10 weeks | PD1-3  PD1-5  PD1-9  PD1-11 | **Unit title** **–** Where have our games come from?  **Unit description –** Students explore a wide variety of games from around the world as they discover “Where have our games come from?” They participate in games from various cultural backgrounds with a strong focus on Traditional Indigenous Games. This has been designed to align with the ‘Why is food a jigsaw?’ unit where students explore the influence of food on their health and how cultural traditions influence food selection with a strong focus on Aboriginal and Indigenous cultures.  **Key inquiry questions**  How does my uniqueness shape who I am?  How can we be inclusive and respectful?  How can we move and improve our involvement in physical activity? |  |
| Term 4  PDH  10 weeks | PD1-6  PD1-7  PD1-9 | **Unit title** **–** What are my safe places in the community?  **Unit description –** Students explore different settings within the community and develop skills to keep them safe. A focus is placed upon decision-making and who can influence us in this process across contexts that include online safety, road safety and water safety.  **Key inquiry questions**  How can I be responsible for my own, and others health, safety and wellbeing?  How can I act to help make my environments healthy, safe and active?  What influences my decisions and actions to be healthy, safe and physically active? | Child protection  Drug education  Road safety |
| Term 4  PE  10 weeks | PD1-4  PD1-5  PD1-10  PD1-11 | **Unit title** **–** What are tactical games?  **Unit description –** Students apply and combine a variety of movement and object control skills during an introduction to tactical games. They participate in a range of tag games to explore basic concepts in invasion games. This is followed by an application of throwing, kicking and striking skills during basic target 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? |  |

[**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