PDHPE sample Year 4 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDH  10 weeks | PD2-1  PD2-2  PD2-9 | **Unit title –** How do I manage my changing world?  **Unit description –** Students explore the changes that may happen in their lives as they grow and change. This includes the changing physical, social and emotional responses to a variety of situations. Students discover a range of strategies that will enhance the way they manage these changes to develop and further strengthen resilience.  **Key inquiry questions**  How does who I am influence others?  How can we manage change? | Child protection |
| Term 1  PE  10 weeks | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title –** How can my striking effect the fielding?  **Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in striking and fielding games. Movement concepts explored include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space.  **Key inquiry questions**  How can we move our bodies to perform skills in different ways?  How can we demonstrate our understanding of movement to solve challenges?  How can we include others in physical activity? |  |
| Term 2  PDH  10 weeks | PD2-2  PD2-3  PD2-6  PD2-9 | **Unit title –** How is my world culturally diverse?  **Unit description –** Students explore their own identity, their strengths and how these contribute to acceptance of other cultures. They investigate other people’s cultures and cultural heritages, including Aboriginal and/or Torres Strait Islander to develop respect and value diversity.  **Key inquiry questions**  How does who I am influence others?  Why are empathy, inclusion and respect important in our relationships?  What skills and strategies do we need to be healthy, safe and empowered? |  |
| Term 2  PE  10 weeks | PD2-2  PD2-3  PD2-4  PD2-10 | **Unit title –** Where did that game come from?  **Unit description –** Students participate in a variety of culturally diverse games and sports. There is an emphasis placed upon exploring how traditional indigenous games have influenced the development of common sports in Australia. Students explore how these sports have been or can be adapted to cater for the needs and abilities of all people in our community.  **Key inquiry questions**  How does who I am influence others?  Why are empathy, inclusion and respect important in our relationships?  How can we move our bodies to perform skills in different ways? |  |
| Term 3  PDH  10 weeks | PD2-6  PD2-7  PD2-9 | **Unit title –** How can I make good decisions online?  **Unit description –** Students develop the skills and strategies to be safe and empowered online users. They explore sources of online information and how the messages communicated influence them to make positive health decisions. Students investigate different online sources and what responsibility they have in their community to use and apply this information.  **Key inquiry questions**  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? | Child protection |
| Term 3  PE  10 weeks | PD2-4  PD2-5  PD2-10  PD2-11 | **Unit title –** How can I win the battle?  **Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in tactical/territorial games. Movement concepts explored include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space.  **Key inquiry questions**  How can we move our bodies to perform skills in different ways?  How can we demonstrate our understanding of movement to solve challenges?  How can we include others in physical activity? |  |
| Term 4  PDH  10 weeks | PD2-6  PD2-7  PD2-9 | **Unit title –** How can I stay healthy?  **Unit description –** Students explore a range of behaviours and skills that positively influence their health. They investigate how they can make decisions that positively impact their health in relation to nutrition, sleep and drugs. Students examine the influences upon their decision making and if they are a reliable source.  **Key inquiry questions**  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? | Child protection  Drug education  Road safety |
| Term 4  PE  10 weeks | PD2-4  PD2-8  PD2-9  PD2-11 | **Unit title –** How do I achieve my personal best?  **Unit description –** Students explore a wide range of physical activities that can be performed individually. A focus is placed upon identifying individual strengths and interests so students can pursue physical activity within school and in their own community.  **Key inquiry questions**  How can we move our bodies to perform skills in different ways?  How can I contribute to promote healthy, safe and active communities?  How can we include others in 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