PDHPE sample Year 3 scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1PDHPE10 weeks | PD2-1PD2-3PD2-9PD2-10 | **Unit title –** How can I form positive relationships while moving?**Unit description –** Students further explore the qualities that contribute towards developing and maintaining positive caring relationships. They apply a variety of interpersonal skills across many contexts and examine how they may be used differently. This includes in a physical activity space, in the local community, at home and school.**Key inquiry questions**How can we manage change?Why are empathy, inclusion and respect important in our relationships?How can we include others in physical activity? | Child protection |
| Term 2PDH10 weeks | PD2-6PD2-7PD2-9 | **Unit title –** How do I make safe decisions?**Unit description –** Students explore the influences upon making positive health choices during their own time. They will develop knowledge, understanding and skills to be positive risk-takers with the capability to seek help when necessary. Focus is placed on safety within online, road and aquatic environments.**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 protectionDrug educationRoad safety |
| Term 2PE10 weeks | PD2-4PD2-5PD2-10PD2-11 | **Unit title –** How do I hit the target?**Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in target 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 movement challenges?How can we include others in physical activity? |  |
| Term 3PDH10 weeks | PD2-2PD2-6PD2-8PD2-9 | **Unit title –** How do I look after myself and others?**Unit description –** Students participate in a range of activities that explore what can contribute towards the positive mental health of everyone in their community including themselves. There is a focus on developing and applying self-management skills. Students investigate the importance of these skills when participating in physical activity.**Key inquiry questions**How does who I am influence others?What skills and strategies do we use need to be healthy, safe and empowered?How can I contribute to promote healthy, safe and active communities? | Child protection |
| Term 3PE10 weeks | PD2-4PD2-5PD2-10PD2-11 | **Unit title –** How do we explore different movement patterns?**Unit description –** Students explore a range of movement skills to complete movement challenges and to create new sequences. Movement sequences are created and performed while further developing interpersonal skills through collaborative decision-making. Students participate in activities that explore movement patterns related to gymnastics as well as the elements of dance.**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 movement challenges?How can we include others in physical activity? |  |
| Term 4PDH10 weeks | PD2-1PD2-2PD2-3PD2-9 | **Unit title –** What are my rights and responsibilities in my community?**Unit description –** Students explore their responsibility to contribute positively to the health of themselves and their community. They recognise and apply strategies to seek help in certain situations to ensure a healthy, safe and active community. Students investigate various environments including school, the local community and online.**Key inquiry questions**How does who I am influence others?How can we manage change?Why are empathy, inclusion and respect important in our relationships? | Child protectionDrug education |
| Term 4PE10 weeks | PD2-4PD2-5PD2-10PD2-11 | **Unit title –** How can we get the ball over the net?**Unit description –** Students explore a range of movement skills while applying movement concepts to solve tactical problems in net and court 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 movement challenges?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