



PDHPE (PE) Scope and Sequence

Stage 1 | Year 1 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	I Like to Move It	Throw It My Way (Wk 1-5) Hit and Miss (Wk 6-9)	Highs and Lows (Wk 1-5) Olympic Dreams (Wk 6-10)	There is No I in Team
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students will develop their fundamental movement skills, emphasising the control and quality of their locomotion. Students will further explore the concept of fitness and the techniques involved in longer distance running.	Students will develop their underarm and overarm throwing technique and dribbling and kicking skills. Emphasis will be on accuracy and reducing the ball size. (Wk 1-5) Students will explore the skill of striking a stationary ball and be introduced to the technique of striking a moving ball. (Wk 6-9)	Students will increase their strength, flexibility & balance whilst participating in simple apparatus circuits (Wk 1-5) Students are introduced to the modified athletic activities of long jump, high jump, sprinting and throwing. (Wk 6-10)	Students are provided with opportunities to develop personal, self-management and interpersonal skills through participation in group/team activities and games. Emphasis is on co-operation and strategies for working in teams.
Outcomes	PD1-4, PD 1-5, PD 1-8, PD 1-11	PD 1-4, PD 1-5, PD 1-8 (Wk 1-5) PD 1-4, PD 1-5, PD 1-11 (Wk 6-9)	PD 1-4, PD 1-5, PD 1-8 (Wk 1-5) PD 1-4, PD 1-5, PD 1-11 (Wk 6-10)	PD 1-2, PD 1-3, PD 1-4, PD 1-5, PD 1-6, PD 1-9, PD 1-10, PD 1-11
Assessment	Students will be assessed on the following locomotion skills - skipping, running, hopping jumping, leaping, and sidestepping in a circuit organisation. Timed lap of cross-country course.	Assessment of underarm and overarm throwing and catching. Students will be assessed on their striking technique and accuracy Assessment of underarm and overarm throwing and catching.	Composition and performance of individual skills and routines using a variety of gymnastics apparatus. Students will be assessed on their participation and skills demonstrated in various athletic skills and the K – 2 Carnival	Students will be assessed on their success and involvement in minor games where they are able to express themselves positively in a team environment.

Teachers seek opportunities for meaningful and related learning in other KLAs when planning.

Please note scope and sequences may be adjusted for student learning and events.



PDHPE (PDH) Scope and Sequence

Stage 1 | Year 1 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	I've Got This Feeling	Born This Way	Body Language	Fun In The Sun
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students will be exploring the idea of how it feels to be Healthy and Unhealthy and what we can do to try and be healthy. They will also focus on what can cause them to be unhealthy/sick, how this happens and who and what can help them. Students will also be introduced to the concept of safe drug use. They will explore the appropriate use, administration, and storage of different types of medication.	Students identify who they are. They explore their interests and hobbies and identify their strengths, weaknesses, and achievements	Students explore body systems within the human body. They will investigate the skeletal, circulatory, respiratory, and digestive systems and their importance. Students will also investigate their senses with emphasis on sight and hearing and how to keep them healthy. Understanding of people with sense disability will be explored.	Students will identify different safe and unsafe environments. They will develop strategies for keeping themselves and others safe with a particular focus on sun and water safety. Students will investigate ways to keep themselves and others safe in the sun and around water environments. A particular focus on sun, home, farm, pool, and beach safety.
Outcomes	PD 1- 7	PD 1-1	PD 1-1, PD 1-2, PD 1-7	PD 1-2, PD 1-7
Assessment	Students will devise a set of safety rules for keeping safe around medicines.	Students will be assessed on the description and/or performance of a personal talent that describes their uniqueness. Students' participation and completion of set tasks will also be included.	Evaluation task where students describe their understanding of the body systems.	Safety Poster – Water or Sun Safety. Student's design and complete a safety poster outlining a key message.

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