



## PDHPE (PE) Scope and Sequence

Stage 1 | Year 2 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	Let the Games Begin	Throw it To Me (Wk 1-5) Hit and Run (Wk 6-9)	Up in the Air (Wk 1-5) Born to Run (Wk 6-10)	All in This Together (Wk 1-5) Skip a Beat (Wk 6-8)
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Games and Relays: Fundamental Movement Skills, Team Play & Co-operation	Ball Skills: Throwing and Catching & Group Ball Games (Wk 1-5)  Striking Skills: Hitting from Tees, Hit for Accuracy & Length, Group Striking Games. (Wk 6-9)	Gymnastics: Body Control, Body Positions, Mini Trampoline (Wk 1-5)  Athletics: Throws/Jumps/Runs, Relays, Technique (Wk 6-10)	Game Play: Invasion Games, Attack/Defence, Team Strategy (Wk 1-5)  Skipping Skills: Individual, Partner, Group/ Long Rope (Wk 6-8)
Outcomes	PD1-1, PD1-4, PD1-5, PD1-6, PD1-8, PD1-10, PD1-11	PD1-4, PD1-5, PD1-11 (Wk 1-5)  PD1-4, PD1-5, PD1-11 (Wk 6-9)	PD1-4, PD1-5, PD1-11 (Wk 1-5)  PD1-4, PD1-5, PD1-11 (Wk 6-10)	PD1-3, PD1-4, PD1-5, PD1-11
Assessment	Assess the students' fundamental movement skills (locomotor movements, manipulation of various pieces of equipment, group cohesion during a variety of games and relays.)	Assess the students skills: underarm throwing/overarm Throwing, fielding & catching. Group cohesion during a variety of class games.	Assess the students' fundamental locomotor and gymnastics skills during composition and performance of simple routine. Assess the students' skills. Sprinting, Long Jump, High Jump, Shot, Discus, Relays. Take note of distances and Times	Assess the students skills (kicking, throwing/catching/dribbling, manipulation of various pieces of equipment, group cohesion during a variety of games.)

*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 2 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	Shake it Off	Street Smarts	The Circle of Life	What's for Dinner?
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students will discuss different kinds of relationships and things that are special to them. Students will learn co-operation and skills for developing positive relationships. They will identify similarities and differences between themselves and others.	Students explore signs and symbols that are used to convey health and safety messages. Students are exposed to why signs and symbols are designed to ensure the safety functions of our everyday living. They become familiar with different signs and their meaning.	Students examine the human life cycle. They will identify and investigate characteristics of the 6 life cycle stages: Gestation, Baby, Childhood, Adolescent, Adulthood & Old Age.	Students will explore the importance of food and how it is utilised by the human body. They will begin to identify healthy foods based on how they are produced, with a strong focus on "Whole food verses processed foods". Students will learn to design their own lunch box using the Healthy Eating Pyramid method.
Outcomes	PD1-2, PD1-3, PD1-9, PD1-10	PD1-1, PD1-2, PD1-7, PD 1-9	PD1-1, PD1-2	PD1-6, PD1-7, PD 1-9
Assessment	Students will complete a gratitude letter to exhibit their appreciation of someone special to them.	Students design a Road Safety Poster - under the theme of 'Arriving Safely'.	Human Lifecycle. - Stage collage. Students will complete a collage of pictures outlining physical, social and emotional characteristics of each lifecycle stage.	Design your Lunchbox - Students are to design their lunchbox using information taught throughout the unit.

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