

PDHPE (PE) Scope and Sequence

Stage 2 | Year 3 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	Moves like Jagger & Run Forrest Run	Challenge your Limits (Wk 1-4) Run Forrest Run (Wk 5-9)	Eyes on the Prize	Many Hands make Light Work
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Fundamental Movement Skills, Cross Country & Recreational Activities	Gymnastics: Beam & Sequence (Wk 1-4) Athletics: Running, Throwing, Jumping (Wk 5-9)	Striking Skills: Racquet, A Range of Different Bats/Balls, Sticks.	Net Games: Tennis, Badminton & Newcombe Ball
Outcomes	PD2-4, PD2-5, PD2-11.	PD2-4, PD2-5, PD2-11 (Wk 1-4) PD2-4, PD2-5, PD2-8, PD2-11 (Wk 5-9)	PD2-1, PD2-4, PD2-5, PD2-7, PD2-8, PD2-9, PD2-11	PD2-5, PD2-10, PD2-11
Assessment	Assess the following movement skills - in an obstacle course - Skipping, Jumping, Leaping, Hopping. Also dodging, throwing/catching and kicking in a variety of game based activities. Assess the students' cross country skills by recording times and/or participation	Assess the students' fundamental locomotor and gymnastics skills during composition and performance of simple routine. Assess the students' fundamental movement skills of throwing, running and jumping as used in track and field athletic events. Measuring of results during lessons.	Assess the students' striking skills and game play during modified game and/or activity	Assess the students' net skills through different individual tasks as well as game play strategies during modified games and/or activity.

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 2 | Year 3 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	Fuelling your Ferrari	Being SAFE, not Silly	Well-oiled Machine	Completing the Puzzle
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students identify major steps involved in making healthy lifestyle decisions and are made aware of their responsibility in contributing to a healthy environment. Students will also discuss their activity patterns and how physical activity contributes to health, wellbeing and fitness.	Students will develop the skills required to make informed decisions based on a variety of scenarios with a particular emphasis on road safety. They will also be introduced to a variety of procedures which they can implement if there is an unfortunate incident.	Through investigating the five body systems, students will develop a deeper understanding of each body system and its requirements for the operation of the human body. Students will also gain a stronger understanding of how each body system interacts with the others.	Students will learn about the 5 components of a health. They will investigate the 5 different components and the importance of all 5 to interact for the ultimate health.
Outcomes	PD2-1, PD2-6, PD2-7, PD2-9	PD2-1, PD2-2, PD2-7, PD2-9	PD2-1, PD2-9	PD2-1, PD2-3, PD2-7
Assessment	Balanced Lifestyle: Students create their own messages about a balanced lifestyle that could be included in a school newsletter.	Design a board game (snakes and ladders style) that includes at least 3 positive road safety behaviours and 3 negative road safety behaviours.	Informal OneNote tasks as well as a PowerPoint presentation on a body system of the students choice.	Students are to design a poster to demonstrate their understanding of how the 5 dimensions of health are interlinked for an overall healthy lifestyle.

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