



PDHPE (PE) Scope and Sequence

Stage 3 | Year 5 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	I Like to Move it	Jump Around (Wk 1-4) Hills Olympics (Wk 5-9)	Express Yourself (Wk 1-5) Tactical Genius's (Wk 6-10)	Swinging Sensations
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students learn about the different health-related components of fitness and how they are measured. Through completing the tasks, students will deepen their practical understanding of fitness testing and how the health components of fitness relate to specific sports or physical activities.	Students will be participating in a skipping program. Introducing & further developing their skipping skills (single, double & longer ropes). (Wk 1-4) Students are introduced to a variety of track and field in preparation for the school athletics carnival. These include running techniques, jumping and throwing skills. (Wk 5-9)	Gymnastics: Floor Routine, Mini Tramp & Beams. (Wk 1-5) Introducing and further developing students' skills of game sense. Students will have the opportunity to learn new games and practice skills. (Wk 6-10)	Students will immerse themselves in the world of striking, emphasising ball control, understanding fields and fostering teamwork.
Outcomes	PD3-4, PD3-5, PD3-6, PD3-8, PD3-9, PD3-10 & PD3-11	PD3-5, PD3-7, PD3-8, PD3-9 & PD3-11	PD3-5, PD3-8, PD3-9 & PD3-11	PD3-4, PD3-5, PD3-9 & PD3-10
Assessment	Teacher observation throughout different health-related component of fitness.	Students will be building skills to create a group skipping sequence which will be the formal assessment.	Students create sequences of movement with guidelines. Students incorporate changes in level, direction, and speed with a focus on body control. Teacher observations and anecdotal records during individual and group tasks	Assessment will be based on individual skill, understanding of different fields, and active participation in team activities.

*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.*



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	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name	Lean on Me	Ready, Set, GROW	Surrender the ME, for WE	Awareness before Acceptance
Duration	11 Weeks	9 Weeks	10 Weeks	8 Weeks
Overview	Students will explore the influences on self-esteem and look at developing and maintaining a positive self-concept. They will investigate the role of physical activity in maintaining good mental health.	Students will learn to recognise and respond to unsafe situations and how to seek assistance. Students will develop an understanding and appreciation of life's changes as they grow and develop.	Students will gain a better understanding of situations that may cause conflict and develop suitable strategies in conflict resolution. They will undertake various challenges that will involve teamwork, communication, collaboration and inclusion. Students will utilise the skills learned to develop and maintain healthy relationships.	Students will critically examine societal expectations and appearance ideals that influence perceptions of beauty. Students will develop a deeper understanding of self-esteem, body image, and the impact of media on personal perceptions of appearance.
Outcomes	PD3-6 & PD3-8	PD3-1, PD3-2 & PD3-7	PD3-3, PD3-9 & PD3-10	PD3-2 & PD3-6
Assessment	Mental Health Activity: Writing task – persuasive text	Continuous assessment - OneNote activities.	Students will be required to provide three reasonable outcomes compared to the one suggested in the assessment.	Creative Expression: Create a project (e.g., artwork, poem, or essay) that promotes positive body image and celebrates diversity.

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