

Physical Education Scope & Sequence



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Project Coordinator ***eat well be active***
- Primary School Project



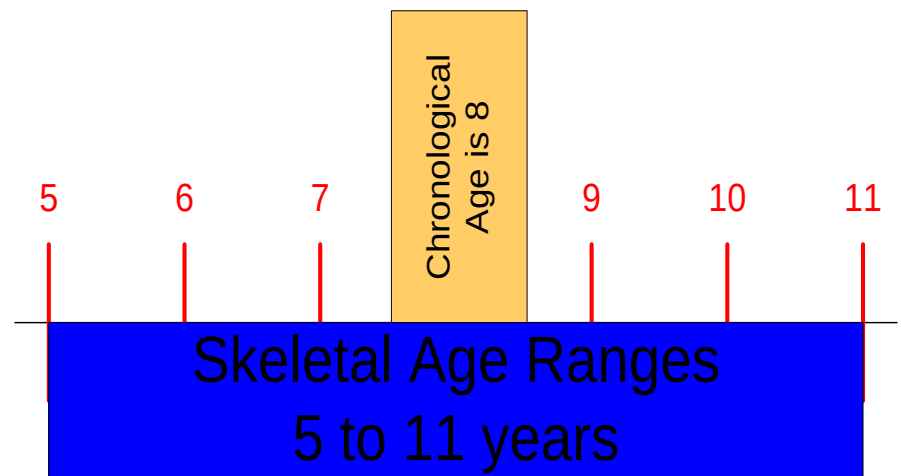
**Government
of South Australia**

Session outcomes

- To begin to develop an agreed scope and sequence of teaching and learning for your school
- To introduce the Australian Curriculum HPE & considerations for planning
- To clarify the key content of a quality Physical Education program including:
 - FMS
 - Games & Sport &
 - Other activities

The Uniqueness of Preadolescent Children

- Large differences in chronological and skeletal age
 - Skeletal age can vary by up to three years on each side of chronological age
- Children have oddly proportioned bodies
 - Big heads and little bodies



The Uniqueness of Preadolescent Children

- Non-Responders
 - Small and insignificant changes in aerobic capacity and strength development
 - Improvement occurs because of other factors such as efficiency and economy
- Age/Growth causes performance improvements; not training
 - As little as 3 months impacts physical test performance

The Uniqueness of Preadolescent Children

- No muscle fiber differentiation
 - The best sprinters are best distance runners
- 80% of perceived competencies are established by age of eight
- Predictability of sport success impossible
 - 20-25% prediction success

The Uniqueness of Preadolescent Children

- Most active segment of society
 - burn more kilojoules than any other age group
 - majority of children and young people are active
- No major male-female differences in physical performance
 - cultural differences may impact performance
 - upper grade females often perform at a higher level than males

Early and Primary Years Physical Education Programs

- Emphasise the process of skill development
- Help students discover activity preferences
- Assure inclusion, not exclusion, of all students
 - all students can participate successfully
 - ability levels do not discriminate between children
 - all children feel competent and confident
- Include curriculum activities that are adapted to the needs of students
- Use a variety of teaching approaches from year 3 or 4 to improve skill learning

Adolescence Brings a New Body

- A new body emerges causing a need to relearn old skills
- Muscle fiber differentiation occurs
- Training effect occurs
- Rapid growth slows skill development

Adolescence Impacts Curriculum

- Avoids or refuses to accept failure
- Quickly becomes bored or frustrated
- Independence and peer group pressure help determine strong likes and dislikes

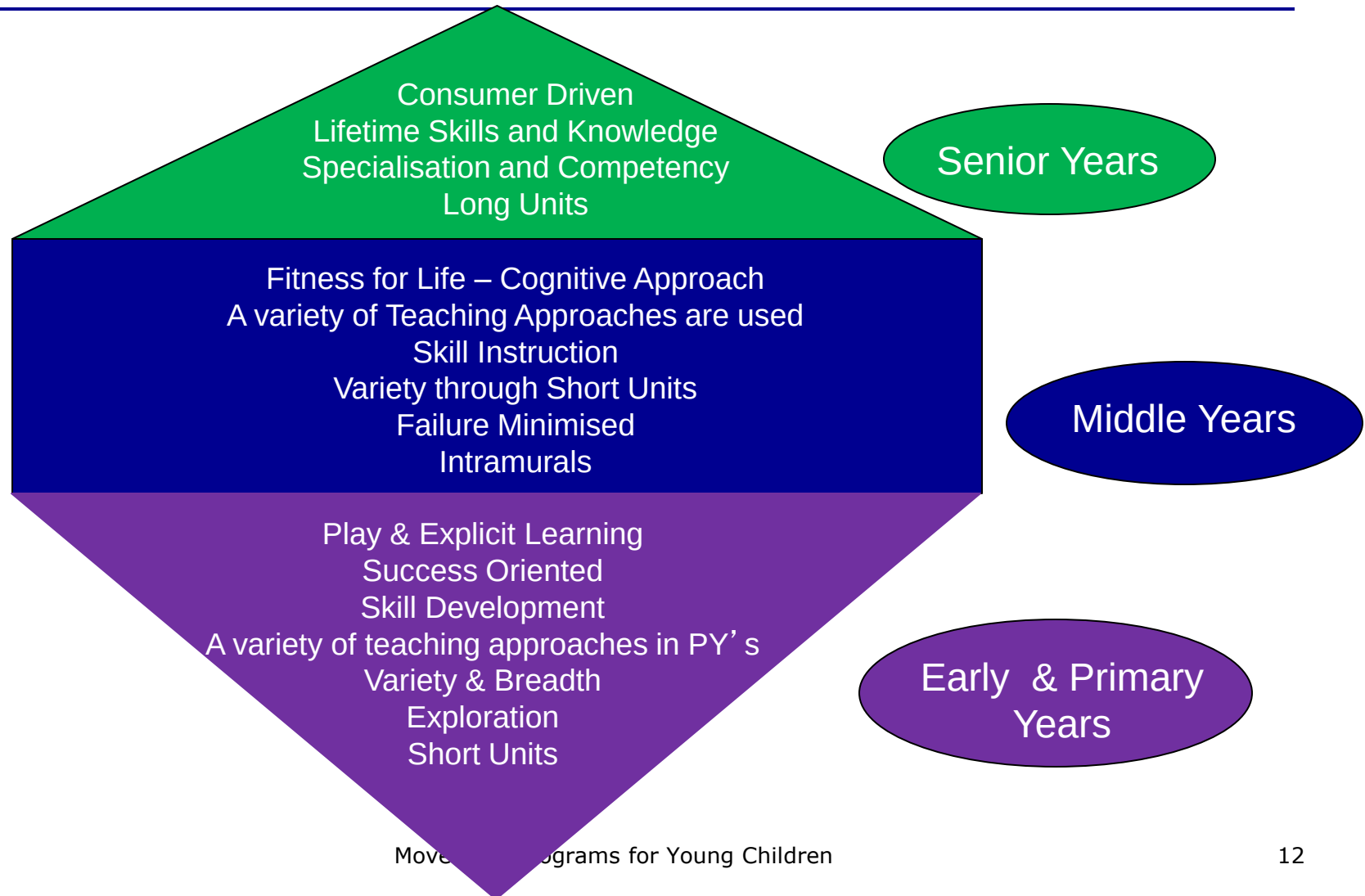
Middle Years Programs

- Offer a large variety of units that are short in duration (1-3 weeks)
 - students are unwilling to accept failure
 - students have limited interest and strong opinions
- Moderate competition
 - rapid growth spurt create significant size differences
 - new bodies create new learning challenges
 - peer pressure is at its peak

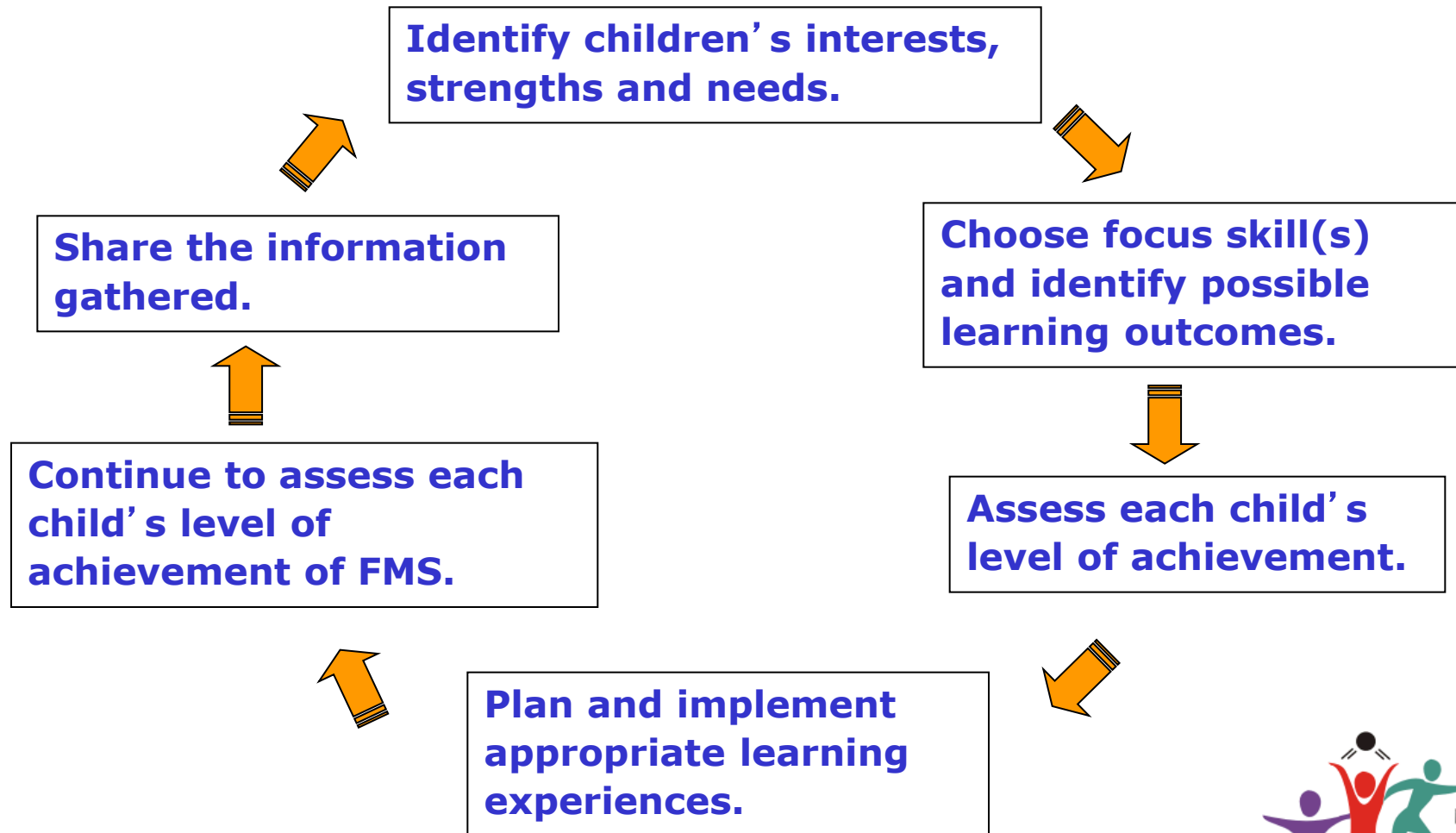
Middle Years Programs

- Place strong emphasis on skill development
 - skills need to be over-learned
 - skill instruction for previously learned skills is necessary because of new body parameters
 - emphasis on strategy is included
- A variety of approaches to teaching are employed
- Offer intramural programs to maintain participation with peers

Curriculum Articulation for Physical Education B – 12



Learning Teaching and Assessment Cycle



3. Categories of Movement

Gallahue & Ozmun, (2002) have classified movement skills into three categories. They are:

- Stability Movement Skills
- Locomotor Movement Skills
- Manipulative Movement Skills

Stability Movement Skills

These include:

- Bending
- Stretching
- Twisting
- Turning
- Swinging
- Inverted supports
- Body rolling
- Landing/stopping
- Dodging
- Balancing

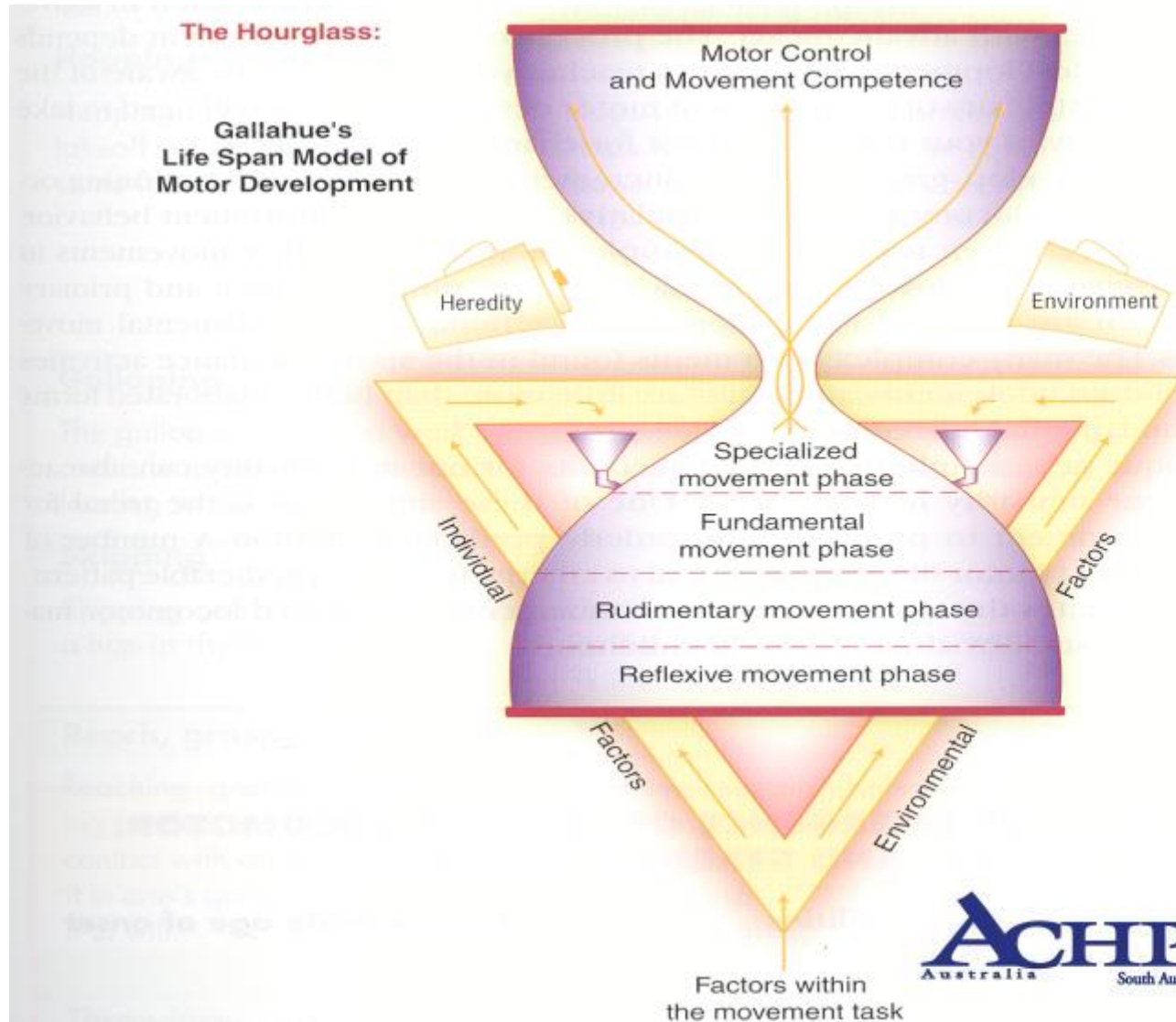
Locomotor Skills

- Walking
- Running
- Jumping
- Hopping
- Skipping
- Galloping
- Sliding
- Leaping
- Climbing

Manipulative Movement Skills

- Throwing
- Catching
- Kicking
- Trapping
- Striking
- Volleying
- Bouncing
- Ball rolling
- Punting

Gallahue's Life Span Model of Motor Development



7. Programming & Planning

Choosing the Focus Skill & Identifying Possible Learning Outcomes

Consider:

- Site priorities
- Site resources
- Community needs
- Family expectations &
- Children's past experiences

FMS Sequence

Example Sequence for Teaching Fundamental Movement Skills

Skill Group	4 yoa	Foundation	Year 1	Year 2
Body Management Skills	Balance on 1 foot Climb Walk	Walk on Tip toes Walk on Stairs Line/Beam Walk	Log Roll	Forward roll
Locomotor Skills	Run Two-feet Jump	Hop Gallop Distance Jump	Vertical Jump Sprint Run Skip	Leap Dodge Side Gallop
Object Control Skills	Underhand roll Trapping the ball	Overhand Throw Bounce & catch Chest Pass	Underhand throw Catch large ball	Punt kick 2 handed strike Foot dribble Lofted kick Catch small ball

N.B. That all skills once taught are relearnt and reinforced in each of the following years of schooling. These and other skills can also be reinforced to provide a Quality movement program in areas such as dance and gymnastics.

7. Programming & Planning

Choosing the Focus Skill & Identifying Possible Learning Outcomes

Consider:

- Site priorities
- Site resources
- Community needs
- Family expectations &
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Game Sense

- Developed in Australia in mid nineties as way of developing thinking players
- Developed by Rod Thorpe (TGfU), Australian Sports Commission and leading Australian coaches
- Less structured than TGfU
- Resources provided by ASC
- Focus more on coaching
- Name changed to link more with coaching and to give more appeal

Strategic Categories of Sports

Invasion

Hockey
Soccer
Australian football
Rugby league
Rugby union
Touch football
water polo
Basketball
Netball
Lacrosse
Handball
Ice hockey
Polo
Polocrosse

Net & Wall

Badminton
Squash
Tennis
Racquetball
Table tennis
Volleyball

Striking & Fielding

Cricket
Softball
Baseball
Vigaro
T-Ball

Target

Archery
Darts
Golf
Bowls
Ten pin bowling
Bocce
Croquet
Billiards & snooker

In addition to the sports listed above, most sports have a target element to them (e.g. shooting for goal in invasion sports, throwing the ball at the stumps in cricket).

Personal & Social Responsibility model of Don Hellson

Students are asked to focus on:

1. Self Control and respect
2. Responsibility for one's actions
3. Caring for others
4. Self Direction
5. Taking it out of the lesson – applying it in another part of your life

Example Scope & Sequences

- Mt Pleasant PS & Samaritan College
- Memorial Oval PS

Planning Time

In small groups discuss what the priorities are for your school.

How will address:

- General capabilities
- Cross Curriculum Priorities
- The 5 Curriculum Propositions

ACHPER (SA)

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