Physical Education
Scope & Sequence

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

Senior Years

Middle Years

Early & Primary Years

Consumer Driven
Lifetime Skills and Knowledge
Specialisation and Competency
Long Units

Fitness for Life – Cognitive Approach
A variety of Teaching Approaches are used
Skill Instruction
Variety through Short Units
Failure Minimised
Intramurals

Play & Explicit Learning
Success Oriented
Skill Development
A variety of teaching approaches in PY’s
Variety & Breadth
Exploration
Short Units

A variety of Teaching Approaches are used
Skill Instruction
Variety through Short Units
Failure Minimised
Intramurals

Play & Explicit Learning
Success Oriented
Skill Development
A variety of teaching approaches in PY’s
Variety & Breadth
Exploration
Short Units
Learning Teaching and Assessment Cycle

Identify children’s interests, strengths and needs.

Share the information gathered.

Continue to assess each child’s level of achievement of FMS.

Choose focus skill(s) and identify possible learning outcomes.

Assess each child’s level of achievement.

Plan and implement appropriate learning experiences.
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

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

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 &
- Children’s past experiences
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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