

**Subject: Physical Education**  
**Strand: Identity**  
**Conceptual Understandings and Learning Outcomes**

Nursery – Pre K – KG	Grade 1-2	Grade 3-4	Grade 5
<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>
Each person is an individual.	A positive attitude helps us to overcome challenges and approach problems.	Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.	Being emotionally aware helps us to manage relationships and support each other.
<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>
<p>Identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender).</p> <p>Describe how they have grown and changed.</p> <p>Talk about similarities and differences between themselves and others.</p> <p>Recognize that others have emotions, feelings and perspectives that may be different from their own.</p>	<p>Solve problems and overcome difficulties with a sense of optimism.</p> <p>Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.</p>	<p>Motivate themselves intrinsically and behave with belief in themselves.</p> <p>Work and learn with increasing independence.</p>	<p>Recognize, analyse and apply different strategies to cope with adversity.</p> <p>Use emotional awareness and personal skills to relate to and help others.</p>

**Subject: Physical Education**  
**Strand: Active Living**  
**Conceptual Understandings and Learning Outcomes**

Nursery – Pre K – KG	Grade 1-2	Grade 3-4	Grade 5
<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>
<p>We can observe changes in our bodies when we exercise.</p> <p>We can explore our body's capacity for movement.</p> <p>Our bodies can move creatively in response to different stimuli.</p> <p>Safe participation requires sharing space and following rules.</p>	<p>Regular exercise is part of a healthy lifestyle.</p> <p>Food choices can affect our health.</p> <p>We can apply a range of fundamental movement skills to a variety of activities.</p> <p>Movement can be used to convey feelings, attitudes, ideas or emotions.</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Regular exercise, hydration, nutrition, and rest are all important in a healthy lifestyle.</p> <p>We can develop and maintain physical fitness by applying basic training principles.</p> <p>Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.</p> <p>There is a connection between exercise, nutrition and physical well-being.</p> <p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>Appropriate application of skills is vital to effective performance.</p> <p>Complexity and style adds aesthetic value to a performance.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>
<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>
<p>Individual pursuits:</p> <p>Develop a range of both gross and fine motor skills.</p>	<p>Individual pursuits:</p> <p>Use and adapt basic movement skills (gross and fine motor) in a variety of activities.</p> <p>Understand the need to act responsibly to help ensure the safety of themselves and others.</p>	<p>Individual pursuits:</p> <p>Develop plans to improve performance through technique refinement and practice.</p> <p>Demonstrate greater body control when performing movements.</p>	<p>Individual pursuits:</p> <p>Identify realistic goals and strategies to improve personal fitness.</p>

<p>Movement composition:</p> <p>Develop a range of fine and gross motor skills.</p> <p>Explore creative movements in response to different stimuli.</p>	<p>Movement composition:</p> <p>Explore different movements that can be linked to create sequences.</p> <p>Display creative movements in response to stimuli and express different feelings, emotions and ideas.</p>	<p>Movement composition:</p> <p>Demonstrate greater body control when performing movements.</p> <p>Develop plans to improve performance through technique refinement and practice.</p> <p>Plan, perform and reflect on movement sequences in order to improve.</p>	<p>Movement composition:</p> <p>Introduce greater complexity and refine movements to improve the quality of a movement sequence.</p>
<p>Games:</p> <p>Develop a range of fine and gross motor skills.</p> <p>Recognize that acting upon instructions and being aware of others helps to ensure safety.</p>	<p>Games:</p> <p>Use and adapt basic movement skills (gross and fine motor) in a variety of activities.</p> <p>Understand the need to act responsibly to help ensure the safety of themselves and others.</p>	<p>Games:</p> <p>Develop plans to improve performance through technique refinement and practice.</p> <p>Demonstrate greater body control when performing movements.</p>	<p>Games:</p> <p>Exhibit effective decision-making process in the application of skills during physical activity.</p>
<p>Adventure challenges:</p> <p>Recognize that acting upon instructions and being aware of others helps to ensure safety.</p>	<p>Adventure challenges:</p> <p>Understand the need to act responsibly to help ensure the safety of themselves and others.</p>	<p>Adventure challenges:</p> <p>Identify potential personal and group outcomes for risk-taking behaviours.</p>	<p>Adventure challenges:</p> <p>Exhibit effective decision-making process in the application of skills during physical activity.</p>
<p>Health-related fitness:</p> <p>Engage in a variety of different physical activities.</p> <p>Demonstrate an awareness of how being active contributes to good health.</p> <p>Identify some of the effects of different physical activity on the body.</p>	<p>Health-related fitness:</p> <p>Recognize the importance of regular exercise in the development of well-being.</p> <p>Identify healthy food choices.</p> <p>Reflect on the interaction between body systems during exercise.</p>	<p>Health-related fitness:</p> <p>Identify ways to live a healthier lifestyle.</p> <p>Understand how daily practices influence short- and long-term health.</p> <p>Demonstrate an understanding of the principles of training in developing and maintaining fitness.</p>	<p>Health-related fitness:</p> <p>Reflect and act upon their preferences for physical activities in leisure time.</p> <p>Identify realistic goals and strategies to improve personal fitness.</p>

**Subject: Physical Education**  
**Strand: Interactions**  
**Conceptual Understandings and Learning Outcomes**

Nursery – Pre K – KG	Grade 1-2	Grade 3-4	Grade 5
<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>	<b>Students will understand that:</b>
<p>Interacting with others can be fun.</p> <p>Group experiences depend on cooperation of group members.</p>	<p>Participation in a group can require group members to take on different roles and responsibilities.</p> <p>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p>	<p>A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p>	<p>An effective group can accomplish more than a set of individuals.</p> <p>Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p>
<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>	<b>Students will be able to:</b>
<p>Enjoy interacting, playing and engaging with others.</p> <p>Take turns.</p> <p>Listen respectfully to others.</p> <p>Share their own relevant ideas and feelings in an appropriate manner.</p> <p>Ask questions.</p>	<p>Value interacting, playing and learning with others.</p> <p>Cooperate with others.</p> <p>Share ideas clearly and confidently.</p>	<p>Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes.</p> <p>Discuss ideas and ask questions to clarify meaning.</p> <p>Reflect on the perspectives and ideas of others.</p> <p>Identify individual strengths that can contribute to shared goals.</p> <p>Adopt a variety of roles for the needs of the group, for example, leader, presenter.</p> <p>Apply different strategies when attempting to resolve conflict.</p>	<p>Reflect critically on the effectiveness of the group during and at the end of the process.</p> <p>Independently use different strategies to resolve conflict.</p> <p>Work towards a consensus, understanding the need to negotiate and compromise.</p>

## **BIBLIOGRAPHY**

<b>Publications</b>	<b>Date</b>
International Baccalaureate Primary Years Program PSPE Scope & Sequence	Published November 2009
Making the PYP Happen A Curriculum Framework for International Primary Education	First published January 2007 Revised edition published December 2009
Online Curriculum Centre (OCC) IBO Sample Units of Inquiry	<a href="http://ibpublishing.ibo.org">http://ibpublishing.ibo.org</a>