



Physical and health education overview

Year 1

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Healthy lifestyles	Relationships	Balance Choice Environment	Scientific and technical innovation – The impact of environments on human activity.	A healthy lifestyle requires balance of personal choices	A–Knowing and understanding B–Planning for performance	Thinking–Critical thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills Self management–Affective skills (resilience) Research–Media literacy skills	Nutrition–food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Physical activity–circuit training, games with friends/game creation. Social media–social media safety, social media ethics, social media responsibility.



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Aerobics	Relationships	Movement Patterns Logic	Personal and cultural expression – Our appreciation of the aesthetic	Movement patterns are created in a logical order and for a purpose.	B–Planning for performance C–Applying and performing	Thinking–Critical thinking skills Thinking–Creative thinking skills Social–Collaboration skills Communication–Communication skills	Tempo–how to count beats, how to keep in time. A variety of aerobic routine moves–A step, I step, L step, Turn step, Jumping jacks, K step, Box step. Three simple aerobic routines–one slow tempo, one average tempo, one fast tempo. Movement connection logic–how to make movements flow, how to make the transition from movement to movement, how to create logical patterns of movement.
Fundamental Movement Skills	Development	Movement, Balance	Identities and Relationships	Developing balance and movement enhances our ability to navigate and engage with our environment.	Criterion B – Planning for Performance: Students will create and refine movement sequences to improve coordination, agility, and balance. Criterion C – Applying and Performing: Students will demonstrate fundamental movement skills through structured exercises and game-based activities.	Self-Management: Organization and reflection (tracking personal progress, setting movement goals) Social Skills: Collaboration (partner and group-based movement tasks)	1. Understanding Fundamental Movement Skills (FMS) Definition and importance of fundamental movement skills The three categories of FMS: Locomotor Skills (e.g., running, hopping, skipping, galloping) Stability Skills (e.g., balancing, twisting, turning, landing) Manipulative Skills (e.g., throwing, catching, kicking, striking) 2. Coordination, Agility, and Balance Exercises Coordination Drills: Ladder drills, cone drills, partner mirror movements Agility Training: Shuttle



						runs, side shuffles, zig-zag runs Balance Challenges: One-leg stands, balance beams, Bosu ball training 3. Understanding Basic Movement Patterns Body positioning and posture for efficient movement Weight transfer and its role in movement efficiency Rhythm and timing in movement sequences 4. Movement Exploration and Play-Based Learning Obstacle courses integrating different movement skills Games focusing on body awareness and spatial orientation Partner and group activities emphasizing teamwork and movement synchronization 5. Practical Application in Various Sports and Activities Applying fundamental movement skills in different sporting contexts (e.g., basketball dribbling, soccer footwork, gymnastics routines) Introduction to dynamic movement sequences (e.g., dance-based movement patterns, gymnastics progressions)
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Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Fitness testing	Communication	Systems Function	Identities and relationships – Physical health	The body communicates how its systems are functioning.	A–Knowing and understanding D–Reflecting and improving performance	Thinking–Critical thinking skills Self-management–Organization skills Self-management–Reflection skills Communication–Communication skills Social–Collaboration skills	Definitions of key fitness terms–aerobic and anaerobic. List of training activities that increase aerobic performance. List of activities that increase anaerobic performance. Fitness testing–Beep/Bleep/Multistage fitness test, sit and reach, vertical jump, Illinois agility, sit-up test. Graphing–basic line graphs. Data analysis–basic comparing of the results of the three tests. How to motivate and encourage your training/testing partner. SMART goals framework–Specific, Measurable, Attainable, Realistic, Time-oriented.



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Game creation	Communication	Environment	Fairness and development – The relationship between communities.	Effectively communicating the rules of a game unifies understanding of the game's environment, goals and roles.	B–Planning for performance	Thinking–Critical thinking skills Thinking–Creative thinking skills Thinking–Transfer skills Social–Collaboration skills Communication–Communication skills	Explicit teaching of three different warm-up games. Differences created in the three warm-up games (environmental, goals and roles) when the rules are changed. Communicating for understanding techniques and strategies. Mind-mapping and brainstorming the creation of a game. Applying the rules fairly when refereeing/umpiring a game.



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Net games	Relationships	Movement Adaptation Space	Scientific and technical innovation– The impact of environments on human activity.	Movement choices reflect adaptation to space and environment.	C–Applying and performing D–Reflecting and improving performance	Thinking–Creative thinking skills Self management– Reflection skills Communication– Communication skills Thinking–Transfer skills	Explicit skills and techniques to be taught: • volleyball–serve, dig, set • badminton– serve, forehand, backhand. Modify other net games– rules, equipment, facilities Explicit strategies and movement concepts to be taught–footwork, rules and regulations, scoring, positioning. Goal setting framework– SMART Specific, Measurable, Attainable, Realistic, Time-oriented.



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Ultimate Frisbee®	Communication	Environment Interaction	Identities and relationships – Human relationships	Team environments determine interactions between team members.	D–Reflecting and improving performance	Thinking– Reflection skills Communication – Communication skills Social – Collaboration skills	Explicit skills and techniques to be taught– short throw, long throw, high throw, low throw, two-handed catch, one-handed catch, catching on the run. Rules–game area, scoring, penalties. Communication techniques–verbal cues, non-verbal signals, when each of these techniques should be used depending on the team environment.
Athletics	Change	Movement	Orientation in space and time – Discoveries	Changes to technique are determined by an awareness of how the body moves.	C–Applying and performing	Thinking–Critical thinking skills Thinking–Creative thinking skills Self management– Reflection skills Self management– Affective skills (Self-motivation) Research– Information literacy skills Communication– Communication skills	Efficient and non efficient techniques for three events–100m sprint, high jump, shot-put. Personalizing techniques– understanding how your body moves, its strengths, when and how to change your technique. Feedback–understanding internal feedback during performances, how to use external feedback.



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Team Sports	Communication	Interaction, Relationships	Identities and Relationships	Effective communication fosters teamwork and success in collective activities.	A, C	Social (collaboration), Communication (verbal and nonverbal)	Developing skills in hockey, volleyball, and other team-based sports; tactical and strategic thinking.



Year 2

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Martial Arts 1	Relationships	Discipline, Movement	Personal and Cultural Expression	Discipline and movement express cultural identity and personal growth.	A, C	Self-management (discipline), Social (collaboration)	Exploring techniques in martial arts, cultural contexts, and personal discipline.
Health and Wellbeing	Development	Function, Balance	Identities and Relationships	Understanding the function and balance of emotional health supports the development of personal identity and positive relationships	A, D	Research (information literacy) Thinking (critical thinking)	Stress management techniques, mental health awareness, and strategies for emotional



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Aquatics	Relationships	Movement, Function	Identities and Relationships	Understanding water safety and movement improves confidence and well-being.	Criterion A – Knowing and Understanding: Students will demonstrate an understanding of water safety rules, swimming techniques, and the impact of aquatic fitness on overall health. Criterion C – Applying and Performing: Students will apply swimming techniques, survival skills, and aquatic fitness exercises effectively.	Self-Management: Risk-taking (overcoming fear of water, developing resilience) Social Skills: Teamwork (partner and group-based swimming exercises, lifeguard simulations)	1. Water Safety and Survival Skills Understanding pool and open water safety rules Recognizing and responding to water hazards (currents, deep water, exhaustion) Safe entries and exits (ladder, steps, jumping, diving techniques) 2. Basic Swimming Techniques Freestyle (Front Crawl): Proper breathing technique, arm movements, and flutter kick Backstroke: Coordination of arm movements and kick Breaststroke: Timing of glide, pull, and kick coordination Butterfly (for advanced learners): Dolphin kick, body positioning, and arm pull synchronization 3. Buoyancy, Body Position, and Streamlining How buoyancy affects movement in water Streamlining techniques to reduce drag Kicking techniques for propulsion 4. Aquatic Fitness and Conditioning Endurance training (lap swimming, interval training)



						Speed drills to improve reaction time and efficiency Resistance exercises in water (using kickboards, paddles, pull buoys) Breath control techniques for improved lung capacity 5. Water Games and Teamwork Activities Relays and partner drills to improve cooperation Water polo fundamentals Synchronization activities (group floating, movement coordination) 6. First Aid and Emergency Response in Aquatics CPR basics for drowning victims Recognizing signs of drowning and fatigue The role of a lifeguard and basic lifesaving techniques 7. Reflection and Personal Goal-Setting Identifying strengths and areas for improvement in swimming Overcoming fears and building confidence in the water Setting personal fitness goals in aquatics
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Acro-gymnastics	Relationships	Balance Movement Time	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Aesthetic movements are enhanced by the synergy of balance and timing.	B–Planning for performance D–Reflecting and improving performance	Thinking–Critical thinking skills Self management–Organization skills Thinking–Creative thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills	Gymnastic skills–forward and backward roll, cartwheel, handstand, and headstand. Individual and partner balances, group balances. Gymnastic terminology–body tension, canon and unison. Linking movements.
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First aid	Change	Choice Perspectives	Identities and relationships –Whatit means to be human	Choices made under different conditions generate new perspectives.	A–Knowing and understanding	Thinking–Critical thinking skills Thinking–Transfer skills Research–Information literacy skills Communication–Communication skills	Students will be introduced to the basics of emergency first aid: • DRABCD • Recovery position • RICER • Analysis of situations and environments • Sports injuries Treatments for other conditions–shock, hyperthermia, concussion, breaks, bleeding.
Outdoor Education	Relationships	Interaction, Environment	Globalization and Sustainability	Interacting with the environment fosters teamwork and resilience.	A, C	Social (team building), Thinking (critical thinking)	Navigation, risk management, and collaborative problem-solving in outdoor settings.



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Invasion Games	Relationships	Space, Patterns	Personal and Cultural Expression	Relationships and spatial awareness influence strategic gameplay and team success.	A, C	Communication (team discussions), Thinking (strategic planning)	Advanced strategies for invasion games such as soccer and rugby; teamwork and problem-solving.
Diet and Nutrition	Relationships	Balance, Function	Identities and Relationships	Balanced nutrition impacts physical performance and overall well-being.	B, D	Research (data interpretation), Thinking (evaluating information)	Role of macro and micronutrients, creating meal plans, and analyzing nutritional data.



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Yoga	Relationships	Balance Movement	Identities and relationships –Mental health	A balanced state of mind and body creates a positive impact on the control of movements.	B–Planning for performance A–Knowing and understanding	Research– Information literacy skills Thinking–Critical thinking skills Thinking–Creative thinking Thinking–Transfer skills Communication– Communication skills Self management– Affective skills (Emotional management)– Self management– Affective skills (Self motivation) Self management– Affective skills (Mindfulness)	Range of basic to advanced yoga movements such as–downward facing dog, handstand, fire log pose, shooting bow pose, happy baby pose, melting heart pose, side reclining leg lift, salutation seal, low lunge, crescent pose, knees to chest pose, half frog pose, half moon pose, child's pose, cobra pose, table to child pose, bow pose. Mental skills–arousal (Inverted U hypothesis–the relationship between optimal performance and arousal), self-confidence, stress/anxiety, motivation, concentration. Mental preparation techniques–self-talk, imagery, personal relaxation, performance routines, goal setting.



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Skill acquisition	Communication	Interaction Refinement	Identities and relationships – Human relationships	Interactions between individuals can lead to refinement of performance.	B–Planning for performance D–Reflecting and improving performance	Thinking–Critical thinking skills Self management– Reflection skills Social– Collaboration skills Communication– Communication skills Self management– Organization skills	Classification of skill–open, closed, fine and gross skills. Factors affecting skill level– age, gender, physical characteristics, fitness levels, motivation, previous experience. Stages of skill acquisition– cognitive, associative, autonomous



Year 3

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Martial arts 2	Relationships	Energy Choice Movement	Personal and cultural expression –Our appreciation of the aesthetic	The energy of the performance reflects the choice of movements in the routine.	B–Planning for performance	Thinking–Critical thinking skills Social– Collaboration skills Communication – Communication skills Self management– Affective skills (Resilience)	Martial arts skills and techniques: - Stances–long forward stance, Sumo stance, back stance, cat stance, crane stance (open/closed). - Strikes–punch, knifehand, palm heel, Tiger mouth - Blocks–upper block, outside middle block, inside middle block, lower block, hooking block - Kicks–front kick, turning kick, side kick, back kick. Movement connection logic–how to make movements flow, how to transition from movement to movement, how to create logical patterns of movement.



Diet and nutrition	Relationships	Choice Function	Identities and relationships – Physical health	Nutritional choices determine how effectively the body can function.	A-Knowing and understanding	Thinking–Transfer skills Communication–Communication skills Self management–Affective skills (Resilience) Research–Information literacy skills Thinking–Critical thinking skills	Recap of nutrition–food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Composition and uses of–carbohydrates, proteins and fats. How the body uses (breaks down) carbohydrates, proteins and fats as fuel sources. Nutrition (fuel) for various physical activities–endurance activities, explosive activities, everyday activities. Dieting myths and fallacies.
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Dance and Movement	Communication	Patterns, Innovation	Personal and Cultural Expression	Movement patterns express personal and cultural creativity.	A, D	Creativity, Collaboration	Choreography, exploring traditional dances, and reflecting on creative movements.



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Mental Wellbeing	Relationships	Balance , Responsibility	Identities and Relationships	Balance between mental and physical health ensures overall well-being.	Criterion B – Planning for Performance: Students will research and develop personalized strategies for maintaining mental well-being. Criterion D – Reflecting and Improving Performance: Students will evaluate the effectiveness of different mental health strategies and reflect on their impact on daily life.	Self-Management: Emotional regulation (identifying emotions, managing stress, maintaining resilience) Research: Evaluating strategies (analyzing the effectiveness of different well-being techniques)	1. Understanding Mental Health Defining mental health and well-being The connection between mental and physical health Common mental health challenges (stress, anxiety, depression, burnout) 2. Mindfulness Practices for Mental Well-Being Meditation techniques (guided meditation, body scans) Breathing exercises (box breathing, 4-7-8 method) Journaling for self-reflection and stress relief Grounding techniques (5-4-3-2-1 sensory awareness) 3. Stress Management and Coping Strategies Identifying stress triggers and responses Healthy vs. unhealthy coping mechanisms Time management and organizational skills to reduce stress The role of sleep and nutrition in mental well-being 4. Emotional Intelligence and Self-Awareness Recognizing and labeling emotions The role of self-compassion in mental health Growth mindset vs. fixed



							mindset 5. The Role of Physical Activity in Mental Health The impact of exercise on stress and mood (endorphin release, improved sleep) Types of physical activities that promote mental well-being (yoga, walking, dance, sports) 6. Building Positive Relationships and Social Well-Being The impact of friendships and social connections on mental health Effective communication and active listening skills Setting boundaries and managing conflicts 7. Digital Well-Being and Mental Health The effects of social media on self-esteem and mental health Strategies for healthy screen time and digital detox Cyberbullying awareness and emotional resilience online 8. Seeking Support and Breaking the Stigma 9. Personal Reflection and Goal-Setting for Mental Well-Being
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Softball	Communication	Systems	Personal and cultural expression – The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Tactics and strategies determine how systems of verbal and non- verbal communication will be used.	B–Planning for performance	Thinking–Critical thinking skills Self management–Organization skills Thinking–Creative thinking skills Social–Collaboration skills Communication–Communication skills	Skills and techniques to be explicitly taught–hitting, pitching, catching, fielding, short throws, long throws, relay throws, base running. Rules–strikes, balls, base running, tagging, scoring. Communication–verbal and non verbal cues. Designing and executing plays–what goes into a play, how to communicate a play to a team mate, how to use nonverbal and verbal cues effectively, when certain plays should be used, how to understand what is being asked of you.
Fitness Training and Development	Change	Systems, Environment	Globalization and Sustainability	Sustainable fitness routines require understanding of environmental and systemic factors.	B, D	Self-management (goal setting), Research (information management)	Training methods, exercise principles, and creating fitness plans.



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Swimming	Communication	Environment Systems	Fairness and development –Rights and responsibilities	Safe environments rely on interactions that use established systems of verbal and non-verbal communication.	A–Knowing and understanding D–Reflecting and improving performance	Thinking–Critical thinking skills Social– Collaboration skills Communication– Communication skills Research– Information literacy skills Self management– Affective skills (Resilience)	Introduce basic skills of freestyle, breast and back stroke. Verbal and non-verbal systems of communication to ask for help: - Swimming with "victim" - Treading water - Lifesaving from pool side and lifesaving while in water - Entering the water appropriately - CPR - Safe personal behaviours in the water - Safety equipment and when to use it Risk–Definitions, assessment of risks.



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Circuit training	Change	Form Function	Identities and relationships– Human relationships	The form of motivation changes depending on the function.	A–Knowing and understanding D–Reflecting and improving performance	Self management– Reflection skills Social– Collaboration skills Self management– Affective skills (Mindfulness) Self management– Affective skills (Perseverance)– Communication– Communication skills	Recap and further develop an understanding of– health-related components of fitness–cardiovascular fitness, muscular strength, flexibility, muscular endurance, body composition. Explicitly teach–FITT principle–Frequency, Intensity, Time, Type. SMART goals–Specific, Measurable, Attainable, Realistic, Time-oriented. Motivation–motivating a partner, training with a partner.
Leadership in Sports	Communication	Leadership, Responsibility	Fairness and Development	Effective leadership fosters collaboration and inclusivity in sports.	B, D	Communication (verbal and non-verbal), Social (decision-making)	Coaching, officiating, and organizing sports events.



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Badminton	Communication	Adaptation Change Systems	Identities and relationships– Human relationships	Adapting to changing situations as a team requires effective systems of communication.	C–Applying and performing	Thinking–Critical thinking skills Thinking–Transfer skills Social–Collaboration skills Communication–Communication skills	Skills and techniques to be explicitly taught–short serve, long serve, overhead clear, forehand, backhand, smash, drop shot. Rules–serving area for doubles, court area for doubles, serving rotation, scoring. Communication–verbal cues, non verbal cues, frontstrategies, back court strategies, side by side strategies.



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Issues in sport	Change	Perspectives Challenge	Fairness and development– Access to equal opportunities	Changing perspectives within sport creates an appreciation of the challenges people face.	A–Knowing and understanding B–Planning for performance	Thinking–Critical thinking skills Thinking–Transfer skills Communication–Communication skills Research–Information literacy skills Research–Media literacy skills	Sport for all. Sport in the community. Disabled sport–requirements for participation. Disability awareness. Environmental barriers. Learning styles for different disabilities. Adapting and modifying activities for different disabilities. Equipment design. Disability awareness games. Activities that enhance understanding of limitations for some people. Goalball, sitting volleyball, boccia, New age curling. Case study–Paralympics. Modifying existing games, pitch size, equipment, time, actions, rules.



Year 4

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Fundamental Movement Skills in football	Development	Movement, Balance	Identities and Relationships	Developing balance and movement enhances our ability to navigate and engage with our environment.	Criterion B – Planning for Performance: Students will create and refine movement sequences to improve coordination, agility, and balance. Criterion C – Applying and Performing: Students will demonstrate fundamental movement skills through structured exercises and game-based activities.	Self-Management: Organization and reflection (tracking personal progress, setting movement goals) Social Skills: Collaboration (partner and group-based movement tasks)	1. Understanding Fundamental Movement Skills (FMS) Definition and importance of fundamental movement skills The three categories of FMS: Locomotor Skills (e.g., running, hopping, skipping, galloping) Stability Skills (e.g., balancing, twisting, turning, landing) Manipulative Skills (e.g., throwing, catching, kicking, striking) 2. Coordination, Agility, and Balance Exercises Coordination Drills: Ladder drills, cone drills, partner mirror movements Agility Training: Shuttle runs, side shuffles, zig-zag runs Balance Challenges: One-leg stands, balance beams, Bosu ball training 3. Understanding Basic Movement Patterns Body positioning and posture for efficient movement Weight transfer and its role in movement efficiency Rhythm and timing in movement sequences 4. Movement Exploration and Play-Based Learning Obstacle courses



							integrating different movement skills Games focusing on body awareness and spatial orientation Partner and group activities emphasizing teamwork and movement synchronization 5. Practical Application in Various Sports and Activities Applying fundamental movement skills in different sporting contexts (e.g., basketball dribbling, soccer footwork, gymnastics routines) Introduction to dynamic movement sequences (e.g., dance-based movement patterns, gymnastics progressions)
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Healthy lifestyles	Relationships	Balance Choice Environment	Scientific and technical innovation – The impact of environments on human activity.	A healthy lifestyle requires balance of personal choices	A–Knowing and understanding B–Planning for performance	Thinking–Critical thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills Self management–Affective skills (resilience) Research–Media literacy skills	Nutrition–food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Physical activity–circuit training, games with friends/game creation. Social media–social media safety, social media ethics, social media responsibility.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Global Sports Issues	Perspective	Ethics, Culture	Fairness and Development	Exploring ethical and cultural issues in sports fosters global understanding.	B, D	Research (investigating perspectives), Thinking (evaluating implications)	Ethical considerations in sports, inclusivity, and impact of sports on society.
Team Dynamics	Relationships	Collaboration, Interaction	Identities and Relationships	Collaborative dynamics enhance collective achievement and understanding.	A, B	Social (team collaboration), Thinking (critical thinking)	Exploring team-building exercises, group decision-making, and conflict resolution in sports.



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Volleyball	Change	Perspectives Interaction	Identities and relationships– Human relationships	Valuing individual perspectives within a team creates collaboration and improves interactions.	C–Applying and performing D–Reflecting and improving performance	Self management– Organization skills Thinking–Critical thinking skills Self-management– Reflection skills Social– Collaboration skills Communication– Communication skills Self management– Affective skills (Resilience)	Explicit skills and techniques to be taught and developed–serve (overarm), dig, set, block. Playing positions and their specific skills, taking on differing roles in the game–setter, front court player, back court player, blocker, umpire, score keeper. Explicit strategies and movement concepts to be taught–footwork, rules and regulations, scoring, positioning, rotation, tactics.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Football II	Change	Space Movement Patterns	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Creating space requires effective offensive and defensive movement patterns.	C–Applying and performing D–Reflecting and improving performance	Thinking–Critical thinking skills Self management–Organization skills Self-management–Reflection skills Thinking–Transfer skills Social–Collaboration skills	Re-cap basic football skills–passing, shooting, movement, attacking and defending, ball control. Develop passing and controlling options in attacking situations (Completed 3v1)–pass and control, pass, control and shoot, pass and one touch shot. Ball control (individually and in pairs)–various turns



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Softball	Communication	Systems	Globalization and sustainability – The interconnectedness of human-made systems and communities	Effective systems of verbal and nonverbal communication enhance a teams' ability to apply tactics and strategies.	D–Reflecting and improving performance	Thinking–Critical thinking skills Thinking–Creative thinking skills Social–Collaboration skills Communication–Communication skills	Development of softball skills: - Batting–grip, stance, footwork, rhythm, swing, contact, follow through, bunting - Base running, stealing bases, speed, spatial awareness - Pitching–grip, arm action, follow through, speed - Fielding skills–throwing (underarm/overarm) catching, attacking a ground ball, infield/outfield, backing up fielder, cut-off's, baseman - Catcher–stance, signals, setting a target. Rules and regulations. Modified games. Softball terminology–ground ball, fly ball, pitch, home run, safe, base, steal.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Handball	Communication	Development Systems Space	Fairness and development – The relationship between communities	An effective team develops and uses systems of verbal and non-verbal communication to create and reduce space.	B–Planning for performance C–Applying and performing	Thinking–Critical thinking skills Self management–Reflection skills Thinking–Transfer skills Social–Collaboration skills Communication–Communication skills Self management–Organization skills	Introduce basic passing handball skills–overhead pass, side pass, bounce pass, pass while standing, pass while running, pass with jump (preliminary stride), pass with vertical jump. Shooting–running jump shot, diving shot, vertical jump shot. Receiving the ball, moving with the ball, dribbling, three steps, changing direction with the ball (passing fake, shooting fake) side-step. Game sense–develop positional sense Defending–9 m line, identifying attackers movements and passes, screening, stealing the ball, moving to see the ball and player, reacting to path of the ball, zone defence, 'man-to-man' defence and combined defence systems. Transition from attack to defence. Modified games (3v3-5v5). Rules and scoring.



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							Verbal cues for setting up attacking and defensive patterns and plays. Non-verbal cues for setting up attacking and defensive patterns and plays.
Body systems	Relationships	Structure Function Systems	Identities and relationships– Physical health	The structure of tissues and organs support a common function within body systems.	A-Knowing and understanding	Thinking–Critical thinking skills Thinking–Transfer skills Communication–Communication skills Research–Information literacy skills Research–Media literacy skills	Development and understanding of the skeletal, muscular system and circulatory/cardiovascular systems. Aerobic and anaerobic pathways. Effects of exercise (long term and short term) on the muscular and circulatory/cardiovascular system. Body systems adaptation to exercise: • Training methods • Resting and Maximum Heart Rates • The role of muscles in movement • Production of energy for movement • Effort verses fatigue.



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Adventure and Outdoor Activities	Relationships	Interaction, Resilience	Globalization and Sustainability	Outdoor activities develop resilience and collaboration in diverse environments.	A, D	Self-management (resilience), Social (collaborative problem-solving)	Survival skills, navigation, and teamwork in outdoor settings.



Year 5

Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
Analysis of personal fitness in football.	Change	Adaptation Systems	Identities and relationships – Personal health	Body systems adapt to changing training methods.	A–Knowing and understanding B–Planning for performance	Self management– Organization skills Thinking–Critical thinking skills Thinking–Creative thinking skills Communication– Communication skills Self management– Affective skills (Resilience) Research– Information literacy skills	SMART goals–Specific, Measurable, Attainable, Realistic, Time-oriented. Nutrition for training (fuel)– carbohydrates, proteins and fats. Energy systems– aerobic, anaerobic, ATP-PC. Health-related components of fitness–cardiovascular fitness / muscular strength / flexibility muscular endurance / body composition. FITT principle–Frequency, Intensity, Time, Type. Principles of training– overload, progression. Fitness testing–Beep/ Bleep/Multistage fitness test, sit and reach, vertical jump, Illinois agility, sit-up test. Graphing/trending–scatter graphs, line graphs. Compare and contrast results. Data analysis.



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Athletics	Change	Refinement Development	Orientation in space and time – Discoveries	Investigating and reflecting on performance leads to the refinement and development of techniques and strategies.	C–Applying and performing	Thinking–Critical thinking skills Self management– Reflection skills Thinking–Transfer skills Self management– Affective skills (Perseverance) Self management– Affective skills (Self-motivation)	Video analysis of 1500 m run, triple jump and javelin focusing on techniques and strategies. Energy systems– aerobic, anaerobic, ATP-PC. Health-related components of fitness–cardiovascular fitness / muscular strength / flexibility / muscular endurance / body composition. Designing training programmes for endurance and explosive activities. Safe use of training equipment–such as free-weights, bench press, medicine balls, leg press etc. Using internal, peer and result feedback to adjust techniques and strategies (performance and training).



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Double Dutch	Relationships	Movement Adaptation Environment Change	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	An effective group adapts movements based on environmental changes.	B–Planning for performance D–Reflecting and improving performance	Thinking–Critical thinking skills Self management–Organization skills Thinking–Creative thinking skills Self management–Affective skills (Self-motivation) Communication–Communication skills Thinking–Transfer skills Social–Collaboration skills Self management–Affective skills (Perseverance)	Introduction to basic double Dutch skills–how to spin the rope, position of turners, turning, jumping, entering, exiting, skills while “inside” the rope. Single rope skills, double rope skills, posture and how to spin, introduction of “jump in”, timing. Bouncing skills, jumping skills, addition of gymnastic skills. Developing a sequence with 3, 4 and 5 students.



Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
Badminton	Relationships	Balance Development Movement Patterns	Globalization and sustainability – Reflect on the opportunities and tensions provided by world-interconnectedness	Balanced positional play requires each team member to develop responsive movement patterns.	A-Knowing and understanding C-Appling and performing	Thinking–Critical thinking skills Thinking–Creative thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills Self management–Organization skills Self management–Affective skills (Resilience)	Explicit skills and techniques to be recapped and developed–short serve, long serve, overhead clear, backhand clear, forehand clear, forehand, backhand, smash, drop shot, disguised drop shots, body shots smashes (smashes directed straight at your opponent). Explicit strategies and movement concepts to be recapped and developed–footwork, doubles positioning, reading the game play, organizing and executing set plays. Doubles communication recap and development–verbal cues, non verbal cues, front strategies, back court strategies, side by side strategies. Court dimensions and rules of play for doubles.



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Ultimate frisbee®	Communication	Systems Patterns	Personal and cultural expression – The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Effective teams create systems of verbal and non-verbal communication to organize offensive and defensive patterns.	D–Reflecting and improving performance	Thinking–Critical thinking skills Thinking–Creative thinking skills Thinking–Transfer skills Social–Collaboration skills Communication–Communication skills Research–Information literacy skills Self management–Organization skills	Explicit skills and techniques to be developed–short throw, long throw, high throw, low throw, two handed catch, one handed catch, catching on the run. Rules–game area, scoring, penalties. Movement concepts and strategies to be developed–positional play, vertical and horizontal stacks, cutting plays, feature plays, give and go, force defence, "man-to-man" defence, zone defence, junk defence. Communication techniques–using verbal cues and non-verbal signals to set up offensive and defensive plays, creating original verbal and non verbal communication cues and signals.



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Volleyball	Communication	Form Choice Systems	Globalization and sustainability – The interconnectedness of human-made systems and communities	A team's offensive and defensive formation choices are enhanced through an awareness of the opposing team's communication systems.	C–Applying and performing D–Reflecting and improving performance	Thinking–Critical thinking skills Thinking–Creative thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills Research–Information literacy skills	Explicit skills and techniques to be taught and developed–short serve, long serve, jump serve, dig, set, block. Explicit strategies and movement concepts to be taught–positioning, back row attacking, block assisting, cross court attack, fake hitters, rotation, substitutions. Communication strategies–verbal cues for set offensive and defensive plays, hand signals for service placement, calling players on and off the ball.
Basketball	Relationships	Balance Function	Fairness and development – The relationship between communities	The balance of a team requires the effective functioning of all members.	C–Applying and performing	Thinking–Critical thinking skills Self management–Reflection skills Social–Collaboration skills Communication–Communication skills	Students will re-cap the skills of passing, dribbling, ball handling and shooting: • Passing–chest, bounce, overhead, behind back • Dribbling–speed, low, cross over, in and out • Ball handling–ball in one hand, ball in two hands • Shooting–lay-up, set shot, jump shot.



Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
Golf	Change	Environment Challenge Adaptation Development	Scientific and technical innovation – The impact of environments on human activity.	Changes in the playing environment create challenges that require the adaptation and development of strategies and techniques.	A-Knowing and understanding	Thinking–Critical thinking skills Research–Information literacy skills Communication–Communication skills Self management–Organization skills Self management–Affective skills (Perseverance) Self management–Affective skills (Mindfulness) Research–Media literacy skills	Skills and techniques to be explicitly taught–grip, stance, backswing, follow through, iron shots, chipping, putting. Movement concepts and strategies to be explicitly taught–judging distances, adjusting for wind, angle of approach, backspin, using–fade, cut and draw strokes. Rules of the game, game etiquette (playing through, repairing divots, fore), scoring. Golf specific terminology such as–birdie, bogey, fore, green, rough, fairway etc. Basic par 3 course design–distance to hole, shape, obstacles.



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Biomechanics	Development	Function, Movement	Scientific and Technical Innovation	Understanding movement enhances physical performance.	A, B	Research (data analysis), Thinking (problem-solving)	Analyzing body mechanics, improving efficiency in movement, and performance enhancement strategies.



Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
Functional Fitness	Change	Systems, Adaptation	Scientific and Technical Innovation	Adapting fitness routines improves function and prevents injury.	A, C	Self-management (health literacy), Thinking (application of concepts)	Cross-training, flexibility, and injury prevention techniques.



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Sports and Culture	Perspective	Identity, Relationship s	Personal and Cultural Expression	Sports reflect and influence cultural perspectives and values.	B, D	Research (evaluating perspectives), Social (cultural awareness)	Exploring global sports traditions, ethics in sports, and their cultural significance.sssssss