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.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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

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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				
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teamwork and movement				
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5. Practical Application				
in Various Sports and				
Activities				
Applying fundamental				
movement skills in different				
sporting contexts (e.g.,				
basketball dribbling, soccel				
footwork, gymnastics				
routines)				
Introduction to dynamic				
movement sequences				
(e.g., dance-based				
movement patterns,				
gymnastics progressions)				
gymnastics progressions)	masilos progressions)			



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.



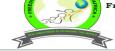
Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Game creation	Communication	Environ ment	Fairness and development – The relationship between communities.	Effectively communicating the rules of a game unifies understanding 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/umpiringa game.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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	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.



	Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Sports (collaboration), Communication fosters teamwork and success in collective (collaboration), Communication (verbal and nonverbal) volleyball, and other team based sports; tactical and strategic thinking.	Team	Communication				A, C		Developing skills in hockey.
	Sports		Relationships	Relationships	fosters teamwork and success in collective		(collaboration), Communication (verbal and	volleyball, and other team- based sports; tactical and



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 Wellbie ng	Development	i dilottori,	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



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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.	water, developing resilience) Social Skills: Teamwork (partner and group-based	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

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, movemen coordination) 6. First Ald and Emergency Response ir 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 ir swimming Overcoming fears and building confidence in the water	8		
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building confidence in the water Setting personal fitness			Identifying strengths and areas for improvement in swimming
			building confidence in the
			Setting personal fitness goals in aquatics

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Acro-	Relationships	Balance	Personal and	Aesthetic	B-Planning for	Thinking-Critical	Gymnastic skills–forward
gymnastics		Movement	cultural expression –	movements are	performance	thinking skills	and backward roll,
			The ways in which we reflect on, extend	enhanced by the synergy of	D-Reflecting	Self management-	cartwheel, handstand, and headstand.
		Time	and enjoy our	balance and	and improving	Organization skills	
			creativity	timing.	performance	Thinking–Creative thinking skills	Individual and partner balances, group balances.
						Self management– Reflection skills	Gymnastic terminology– body tension, canon and unison.
						Social– Collaboration skills	Linking movements.
						Communication— Communication skills	

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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 Educati on	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 problemsolving in outdoor settings.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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 problemsolving.
Diet and Nutrition	Relationships	Balance , Functio n	Identities and Relationships	Balanced nutrition impacts physical performance and overall well- being.	B, D	interpretation),	Role of macro and micronutrients, creating meal plans, and analyzing nutritional data.

skills

skills

Communication-

Communication

Self management-

Affective skills

management)-

Affective skills

Affective skills

(Mindfulness)

(Self motivation) Self management–

Self management-

(Emotional

frog pose, half moon pose, child's pose, cobra pose,

table to child pose, bow

(Inverted U hypothesis-the

optimal performance and

arousal), self-confidence.

stress/anxiety, motivation,

Mental skills-arousal

relationship between

concentration.

relaxation.

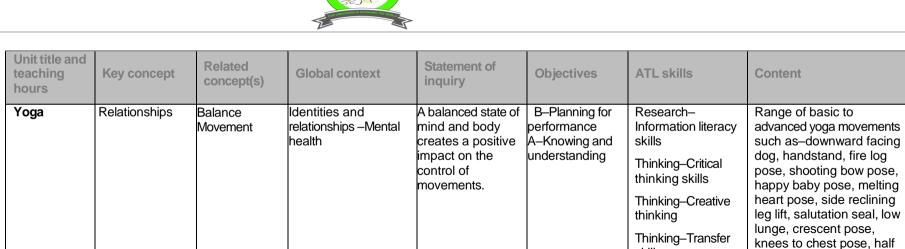
goal setting.

Mental preparation techniques—self-talk,

imagery, personal

performanceroutines,

pose.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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

hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Martial arts 2	Relationships	y Choic e Move ment	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 forwardstance, Sumo stance, back stance, cat stance (open/closed). Strikes—punch, knifehand, palm heel, Tiger mouth Blocks—upper block, outside 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 movementto movement.

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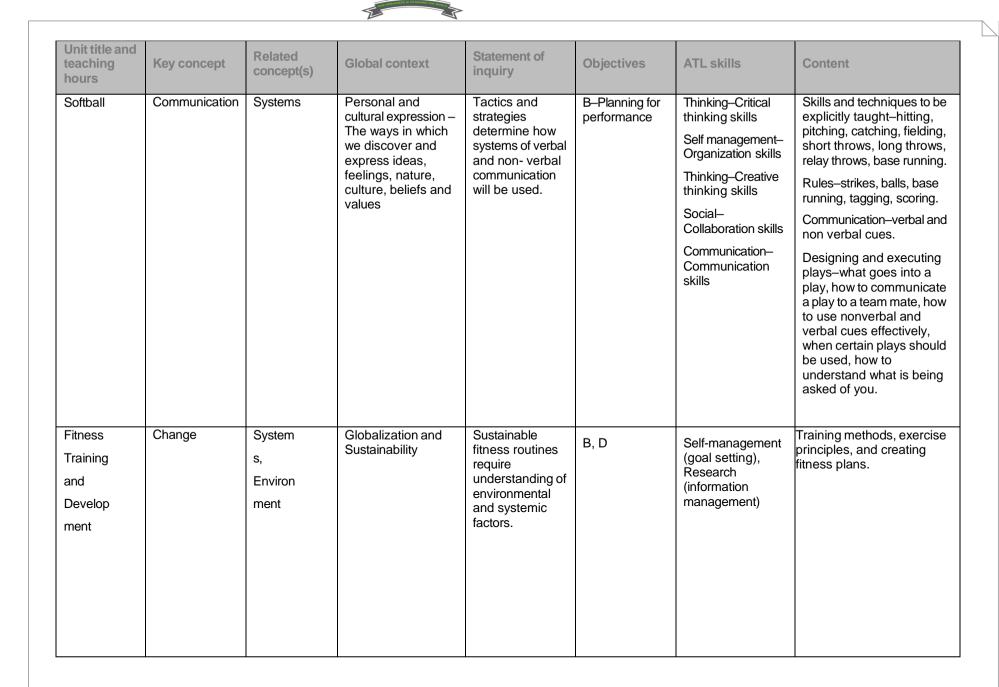
Diet and nutrition	Relationships	Choice Function	Identities and relationships – Physical health	Nutritional choices determine how effectively the body can function.	A–Knowing and understandin g	Thinking—Transfer skills Communication— Communication skills Self management— Affective skills (Resilience) Research— Information literacy 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.
						Thinking–Critical thinking skills	Nutrition (fuel) for various physical activities— endurance activities, explosive activities, everyday activities. Dieting myths and fallacies.

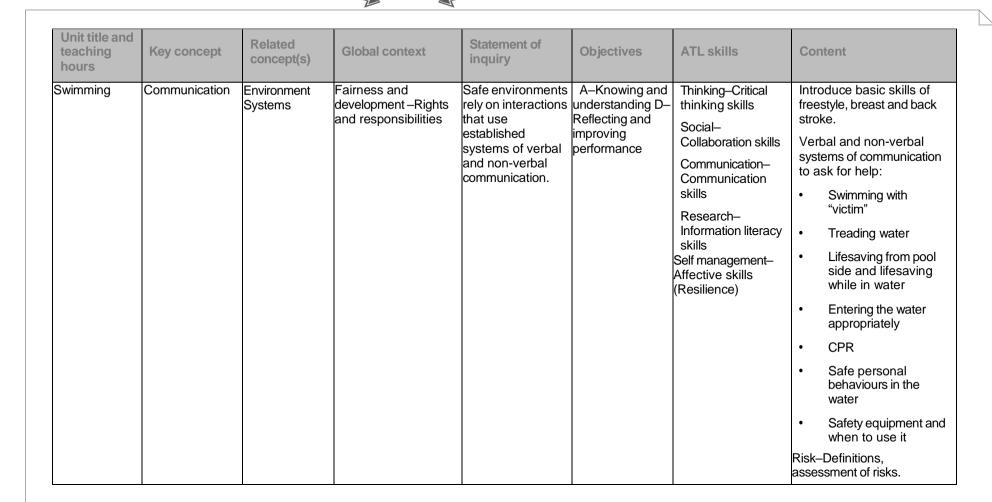
Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Dance and Movement	Communication	Patterns, Innovation	Personal and Cultural Expression	Movement patterns express personal and cultural creativity.	A, D	Creativity, Collaboration	Choreography, exploring traditional dances, and reflecting on creative movements.



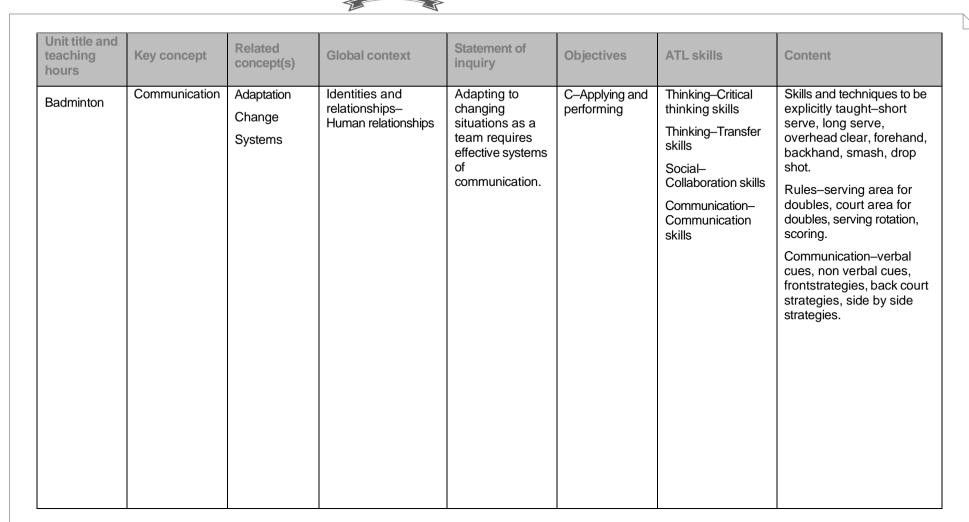
Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Mental Wellbeing	Relationships	Balance , Respon sibility	Identities and Relationships	Balance between mental and physical health ensures overall well- being.	Criterion B – Planning 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

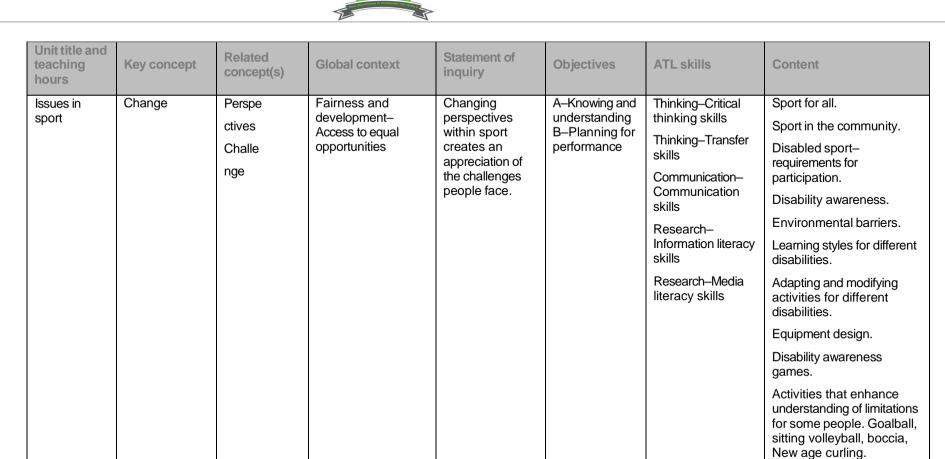
	45		
			mindset
			5. The Role of Physical Activity in Mental Health
			The impact of exercise on stress and mood (endorphin release, improved sleep)
			Types of physical activities that promote mental wellbeing (yoga, walking, dance, sports)
			6. Building Positive Relationships and Social Well-Being
			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





Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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.
Leadershi p in Sports	Communication	Leadershi p, Responsi bility	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.





Case study—Paralympics.

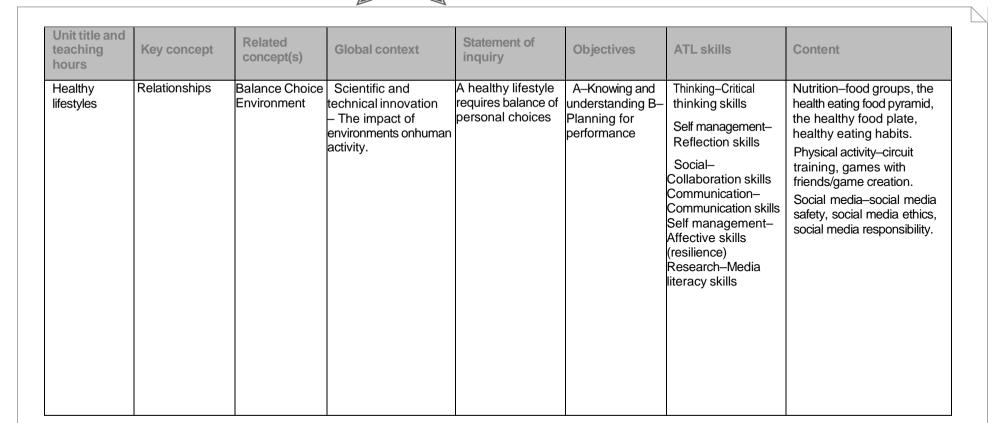
Modifying existing games, pitch size, equipment, time,

actions, rules.



Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Fundame ntal Movemen t Skills in football	Development	Movement, Balance	Identities and Relationships	Developing balance and movement enhances our ability to navigate and engage with our environment.	coordination, agility, and	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

		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)



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 Dynamic s	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.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Volleyball	Change	Perspectiv es Interactio n	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
Footba	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

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
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 (underam/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, stea



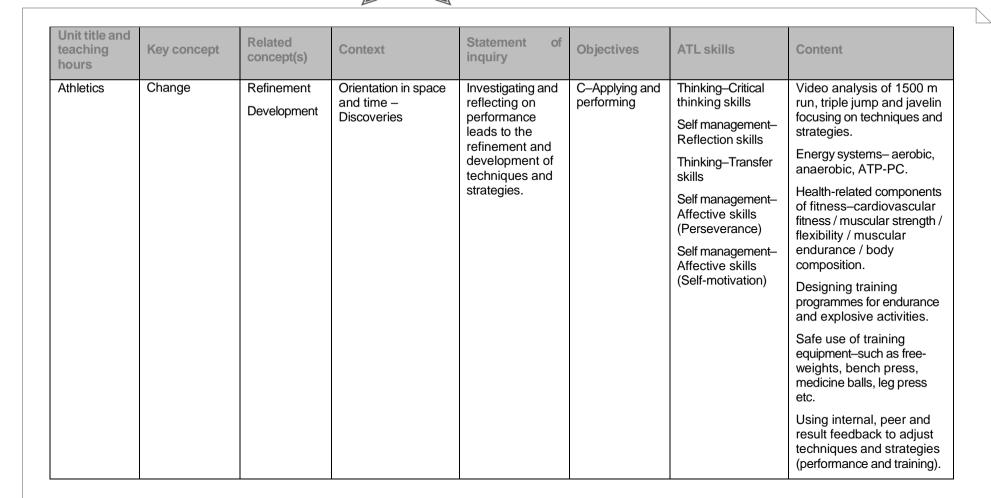
Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Handball	Communication	Development Systems Space	Fairness and development – The relationship between communities	An effective team develops and uses systems of verbal and nonverbal 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.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
							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.

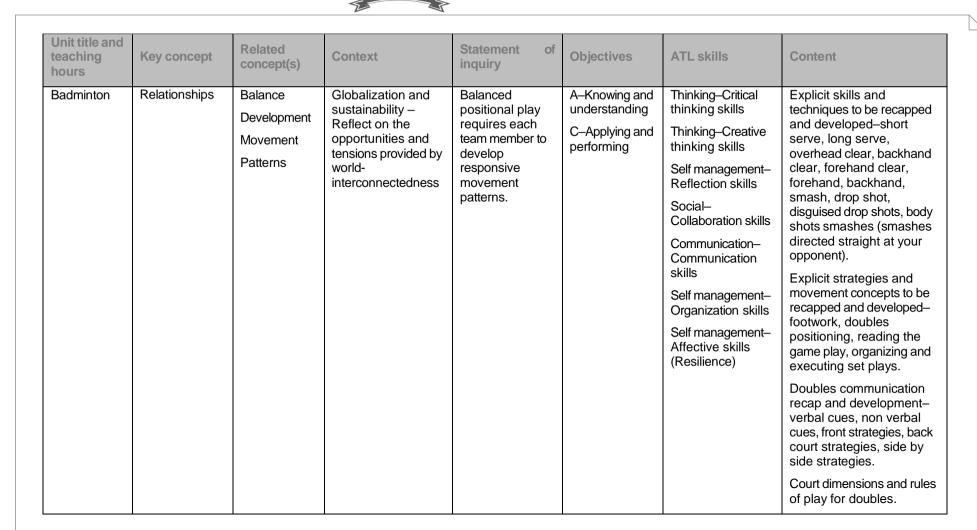
Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Adventure and Outdoor Activities	Relationships	Interactio n, Resilienc e	Globalization and Sustainability	Outdoor activities develop resilience and collaboration in diverse environments.	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.



Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
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
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.



Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
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–Communicationskills	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		playing environment create	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.

Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
iomechanics	Development	Function, Movement	Scientific and Technical Innovation		А, В	Research (data analysis), Thinking (problem-solving)	Analyzing body mechanics, improving efficiency in movement, and performance enhancement strategies.

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

Unit title and teaching hours	Key concept	Related concept(s)	Context	Statement of inquiry	Objectives	ATL skills	Content
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.ssssss