

ISC Primary Years Programme Personal, Social and Physical Education Scope and Sequence

adapted from the *Primary Years Programme Personal, social and physical education scope and sequence*. Publication. Cardiff: IBO, 2009. Print.

The following document seeks to lay out the minimum requirement to be taught in PSPE for each phase in each of the areas of identity, active living and interactions. During the construction of this Curriculum Document every effort has been made to ensure the alignment all the elements of the Austrian National Curriculum and the IB PYP personal, social and physical education scope and sequence.

Introductory note

At ISC we believe that every teacher has a responsibility to support each student's personal, social and physical development through all learning engagements both within and outside the programme of inquiry.

In order to promote the delivery of the PSPE programme, teachers have distributed the overall expectations, conceptual understandings and learning outcomes from the PYP PSPE scope and sequence within a continuum of five different phases of the PYP to facilitate teaching and inform planning. The developmental stage of the students and the programme of inquiry influenced this process to ensure that learning occurs in a transdisciplinary and inquiry way. For this reason, the overall expectations, conceptual understandings and learning outcomes may be repeated in more than one phase. It is our belief that each learner develops in a unique way being likely to display understanding and skills from more than one of the phases at a time.

PHASE 1		
Overall expectations		
Identity	Active living	Interactions
Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate	Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for	Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.	safe participation when interacting in a range of physical contexts.	
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Strands		
<p>Identity</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Each person is an individual. • As people grow and change they develop new skills, understandings and abilities. • Emotions, attitudes and beliefs influence the way we act. • Positive thoughts help us to develop a positive attitude. • Knowing how we are similar to and different from others helps shape our understanding of self. • Reflecting on our experiences helps us to understand ourselves better. • Developing independence builds self-worth¹ and personal responsibility. 	<p>Active Living</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Our daily practices can have an impact on our well-being. • We can observe changes in our bodies when we exercise. • Our bodies change as we grow. • We can explore our body's capacity for movement. • Our bodies can move creatively in response to different stimuli. • Safe participation requires sharing space and following rules 	<p>Interactions</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Interacting with others can be fun. • Group experiences depend on cooperation of group members. • Ideas and feelings can be communicated with others in a variety of modes. • Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend). • Our behaviour affects others. • Caring for local environments fosters appreciation.
<p>Learning Outcomes Learners:</p> <p>Observing, discussing and Presenting</p> <ul style="list-style-type: none"> • talk about similarities and differences between themselves and others • identify their feelings and emotions and explain possible causes • recognize that others have emotions, 	<p>Learning Outcomes Learners:</p> <p>Physical Skills and Performance</p> <ul style="list-style-type: none"> • explore creative movements in response to different stimuli • develop a range of fine and gross motor skills • demonstrate a sense of competence with 	<p>Learning Outcomes Learners:</p> <p>Play</p> <ul style="list-style-type: none"> • enjoy interacting, playing and engaging with others • take turns • listen respectfully to others • share their own relevant ideas and

<p>feelings and perspectives that may be different from their own</p> <ul style="list-style-type: none"> ● describe how they have grown and changed ● identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) ● describe some physical and personal characteristics and personal preferences ● identify and explore strategies that help them to cope with change ● use everyday materials, objects and small devices to move and play with and order them depending on their characteristics ● recognize different sounds, tones, rhythms and music and implement them into given movements ● gain basic knowledge about PE equipment (functions, vocabulary) ● reflect upon the effect of using a variety of equipment for various purposes ● give feedback to other students about their performance / action <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> ● identify positive thoughts and attitudes in themselves and others ● gain an age appropriate understanding of fitness (Know positive factors to keep body in good shape) ● know simple possibilities for relaxing and use these ● differentiate between what is healthy and unhealthy and make healthy choices ● know dangerous areas and can react 	<p>basic motor skills (body awareness)</p> <ul style="list-style-type: none"> ● do simple static balance activities (i.e. walking backwards on balance beam, balancing staffs) ● orientate themselves to the situation during different movement activities ● engage in a variety of different physical activities ● use and take on different movement rhythms ● quickly react to signals ● reach a high enough level of strength to do basic movement forms exercises (i.e. stretching, holding body weights) ● repeat simple gymnastic movements ● do simple movements on the floor and using devices (i.e. balancing, stabilizing, swinging) ● athletics <ul style="list-style-type: none"> ○ Sprint ○ Throwing (rounders/Vortex/Frisbee) ○ Relay race ● do simple movement forms while running, jumping and throwing ● do simple dance steps/movements to music ● gain basic skills in at least one rolling, gliding or driving device (i.e. skis, ice skating, biking, skateboarding) ● make experiences in new sport activities <p>Physical Well-being</p> <ul style="list-style-type: none"> ● recognize that acting upon instructions and being aware of others helps to ensure 	<p>feelings in an appropriate manner</p> <ul style="list-style-type: none"> ● ask questions ● celebrate the accomplishments of others ● reach out for help when it is needed for themselves or others ● identify when their actions have impacted on others ● talk about their interactions with the environment. ● understand the basic rules (i.e. ball over the line) and follow these rules ● complete movements using simple toys ● adjust simple games to include other players ● orientate in and control defined playing areas ● make small changes and vary given games ideas and test them out ● developed basic strengths and skills in simple games and can use these skills ● understand fair and unfair and can play simple games while being fair ● learn different games / forms of games <ul style="list-style-type: none"> ○ Target Games (Touch ball...) ○ Net/Wall Games (Ball over net...) ○ Invasion / Territorial Games (Hockey...)
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<p>appropriately depending on situations</p> <p>Experience and Risk</p> <ul style="list-style-type: none"> • willingly approach and persevere with new situations • reflect on their experiences in order to build a deeper understanding of self • demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence. • have the opportunity to play and move in different environments • compete in simple partner fights or battles, compare with others, follow rules and regulations (i.e. balance, hold, defend) • realize dangers and risks from experiences • realize simple rules of different competitions and play fairly 	<p>safety.</p> <ul style="list-style-type: none"> • demonstrate an awareness of how being active contributes to good health • demonstrate an awareness of basic hygiene in their daily routines • identify some of the effects of different physical activity on the body • explore and reflect on the changing capabilities of the human body 	
<p>PHASE 2</p>		
<p>Overall expectations</p>		
<p>Identity</p>	<p>Active living</p>	<p>Interactions</p>
<p>Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional</p>	<p>Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's</p>	<p>Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas,</p>

<p>responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.</p>	<p>capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.</p>	<p>celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.</p>
<p>Strands</p>		
<p>Identity Conceptual understandings</p> <ul style="list-style-type: none"> • There are many factors that contribute to a person's individual identity. • Understanding and respecting other peoples' perspectives helps us to develop empathy. • Identifying and understanding our emotions helps us to regulate our behaviour. • A positive attitude helps us to overcome challenges and approach problems. • A person's self-concept² can change and grow with experience. • Using self-knowledge³ allows us to embrace new situations with confidence. • Different challenges and situations require different strategies. 	<p>Active Living Conceptual understandings</p> <ul style="list-style-type: none"> • Regular exercise is part of a healthy lifestyle. • Food choices can affect our health. • Maintaining good hygiene can help to prevent illness. • Growth can be measured through changes in capability as well as through physical changes. • We can apply a range of fundamental movement skills to a variety of activities. • Movements can be used to convey feelings, attitudes, ideas or emotions. • The use of responsible practices in physical environments can contribute to our personal safety and the safety of others. 	<p>Interactions Conceptual understandings</p> <ul style="list-style-type: none"> • Participation in a group can require group members to take on different roles and responsibilities. • There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. • Accepting others into a group builds open-mindedness. • Relationships require nurturing. • Our actions towards others influence their actions towards us. • Responsible citizenship involves conservation and preservation of the local environment.
<p>Learning Outcomes Learners:</p> <p>Observing, discussing and Presenting</p> <ul style="list-style-type: none"> • describe similarities and differences 	<p>Learning Outcomes Learners:</p> <p>Physical Skills and Performance</p> <ul style="list-style-type: none"> • repeat complex gymnastic movements 	<p>Learning Outcomes Learners:</p> <p>Play</p> <ul style="list-style-type: none"> • value interacting, playing and learning with

between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences

- describe how personal growth has resulted in new skills and abilities
- explain how different experiences can result in different emotions
- identify feelings and begin to understand how these are related to behaviour
- express hopes, goals and aspirations
- recognize others' perspectives and accommodate these to shape a broader view of the world
- are aware of their emotions and begin to regulate their emotional responses and behaviour
- reflect on inner thoughts and self-talk⁴
- reflect upon the effect of different changes in movements
- use and identify strategies and tactics for various game situations (Touch Ball)
- reflect own performance and action (experiences, strengths, limitations and feelings)

Healthy Lifestyles

- realize relationship between strain and rest and recovery, realize relaxation opportunities and use these
- gain an age appropriate understanding of fitness and know how to attain and keep good fitness
- know danger areas, minimize these and can react appropriately when accidents

- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- explore different movements that can be linked to create sequences
- display creative movements in response to stimuli and express different feelings, emotions and ideas
- reflect upon the aesthetic value of movement and movement sequences
- do static and dynamic balance activities, complete different movement tasks and hold body in balance
- can orientate themselves to the situation during complex movement activities
- can use and take on more complex movement rhythms
- quickly react to signals
- reach a high enough level of strength to do basic movement forms exercises (i.e. stretching, holding body weights)
- can do movements during a short period quickly with high intensity
- do complex free movements on the floor (i.e. handstand)
- athletics
 - Sprint
 - Throwing (rounders/Vortex/Frisbee)
 - Endurance run
 - Obstacle run
 - Relay race
- do complex movement forms while running, jumping and throwing
- do simple dance steps / movements to music

others

- discuss and set goals for group interactions
- cooperate with others
- ask questions and express wonderings
- recognize the different group roles and responsibilities
- assume responsibility for a role in a group
- celebrate the accomplishment of the group
- share ideas clearly and confidently
- seek adult support in situations of conflict
- reflect on the process of achievement and value the achievements of others
- understand the impact of their actions on each other and the environment.
- understand the basic rules (i.e. ball over the line) and follow these rules
- complete movements using simple toys
- can adjust simple games to include other players
- can orientate in and control defined playing areas
- can make small changes and vary given games ideas and test them out
- developed basic strengths and skills in simple games and can use these skills
- understand fair and unfair and can play simple games while being fair
- learn different games / forms of games
 - Target Games (touch ball, dodge ball...)
 - Net/Wall Games (ball over net...)
 - Invasion / Territorial Games (hockey, soccer...)

occur (i.e. child level measures for first aid or calling for help)

Experience and Risk

- solve problems and overcome difficulties with a sense of optimism
- examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help
- identify and understand the consequences of actions
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
- find different expressions and movement forms for everyday materials and small devices alone and in groups
- recognize different sounds, tones, rhythms and music and implement them into given and self-invented movements
- compete in games, compare with others, follow rules and regulations (i.e. balance, hold, defend)
- understand situations from the perspective of others, trust others and take on responsibility
- realize dangerous situations and possible injury risks and can handle them adequately (swimming rules, skiing rules)
- choose appropriate PE equipment independently and based on its function

- develop basic skills in at least one rolling, gliding or driving device (i.e. skis, ice skating, biking, skateboarding)
- estimate the level of difficulty of different movements
- realize simple rules of different competitions and play fairly
- make experiences in new sport activities
 - Alpine Skiing

Physical Well-being

- recognize the importance of regular exercise in the development of well-being
- identify healthy food choices
- communicate their understanding of the need for good hygiene practices
- reflect on the interaction between body systems during exercise
- explain how the body's capacity for movement develops as it grows
- understand the need to act responsibly to help ensure the safety of themselves and others.

PHASE 3

Overall expectations		
<p>Identity Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.</p>	<p>Active living Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.</p>	<p>Interactions Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.</p>
Strands		
<p>Identity Conceptual understandings</p> <ul style="list-style-type: none"> ● A person's identity evolves as a result of many cultural influences. ● A person's self-concept is influenced by how others regard and treat him or her. ● Embracing and developing optimism helps us to have confidence in ourselves and our future. ● Understanding ourselves helps us to understand and empathize with others. Self-efficacy⁵ influences the way people feel, think and motivate themselves, and behave. ● Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. 	<p>Active Living Conceptual understandings</p> <ul style="list-style-type: none"> ● Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. ● We can develop and maintain physical fitness by applying basic training principles. ● People go through different life stages, developing at different rates from one another. ● Attention to technique and regular practice can improve the effectiveness of our movements. ● A dynamic cycle of plan, perform and reflect can influence a creative movement composition. ● There are positive and negative outcomes for taking personal and group risks that 	<p>Interactions Conceptual understandings</p> <ul style="list-style-type: none"> ● A plan of action is a necessary strategy for a group to achieve its goal. ● An effective group capitalizes on the strengths of its individual members. ● Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. ● Behaviour can be modified by applying deliberate strategies. ● Communities and societies have their own norms, rules and regulations. ● Communities and their citizens have a collective responsibility to care for local and global environments.

<ul style="list-style-type: none"> Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. 	<p>can be evaluated in order to maximize enjoyment and promote safety.</p>	
<p>Learning Outcomes Learners:</p> <p>Observing, discussing and Presenting</p> <ul style="list-style-type: none"> explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group) identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions recognize personal qualities, strengths and limitations analyse how they are connected to the wider community reflect on how they cope with change in order to approach and manage situations of adversity reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others use understanding of their own emotions to interact positively with others embrace optimism to shape a positive attitude towards themselves and their 	<p>Learning Outcomes Learners:</p> <p>Physical Skills and Performance</p> <ul style="list-style-type: none"> identify ways to live a healthier lifestyle identify different stages of life and how these can affect physical performance develop plans to improve performance through technique refinement and practice demonstrate greater body control when performing movements self-assess performance and respond to feedback on performance from others plan, perform and reflect on movement sequences in order to improve identify potential personal and group outcomes for risk-taking behaviours repeat alter given gymnastic forms and bring in their own elements complete more complex sense motor skills (hand eye coordination) during complex movement series can orientate themselves to time, space, partner and group depending on situation (i.e. number ball, lines) select the correct rhythm and movements depending on the situation (i.e. correct breathing, breaststroke) move for a medium level of time with a constant speed (benchmark: their age in minutes) 	<p>Learning Outcomes Learners:</p> <p>Play</p> <ul style="list-style-type: none"> recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes identify individual strengths that can contribute to shared goals develop a shared plan of action for group work that incorporates each individual's experiences and strengths adopt a variety of roles for the needs of the group, for example, leader, presenter discuss ideas and ask questions to clarify meaning reflect on the perspectives and ideas of others apply different strategies when attempting to resolve conflict reflect on shared and collaborative performance. understand the basic rules (i.e. ball over the line) and follow these rules understand the basic rules of more complex games (i.e. soccer) complete movements using multiple toys at the same time can adjust games to include opponents can orientate themselves in different playing areas and conform to the rules

<p>future</p> <ul style="list-style-type: none"> ● explain how self-talk can influence their behaviour and their approach to learning ● motivate themselves intrinsically and behave with belief in themselves ● reflect upon the effect of different changes in rules / game structure ● reflect on interaction with others <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> ● recognize the reaction of their bodies to different movements (i.e. heart rate, breathing, sweating) and describe them ● differentiate between what is healthy and unhealthy and make healthy choices <p>Experience and Risk</p> <ul style="list-style-type: none"> ● work and learn with increasing independence. ● estimate their own skills and strengths realistically and use them individually and in group movements (i.e. climbing) ● recognize different sounds, tones, rhythms and music and move to rhythm and find their own rhythms ● use and identify complex strategies and tactics for specific game situations (Basketball, Handball...) 	<ul style="list-style-type: none"> ● complete more difficult floor and simple artistic gymnastics and can connect easy movements ● can do track and field activities in individual or group competitions ● has fundamental skills in at least one rolling, gliding, gliding or diving device ● artistic gymnastics <ul style="list-style-type: none"> ○ Rings ○ Vault ○ Horizontal bar ● athletics <ul style="list-style-type: none"> ○ Long jump ○ Sprint ○ Throwing (rounders etc.) ○ Endurance run ○ Obstacle run ○ Relay race ● make experiences in new sport activities <ul style="list-style-type: none"> ○ Orientation run ○ Cross country skiing ○ Alpine skiing ○ Ice skating ○ Inline Skating ○ Swimming ○ Climbing <p>Physical Well-being</p> <ul style="list-style-type: none"> ● understand how daily practices influence short- and long-term health ● understand that there are substances that can cause harm to health ● demonstrate an understanding of the principles of training in developing and maintaining fitness 	<ul style="list-style-type: none"> ● can change and vary given game ideas and test them out ● have developed strengths and skills in complex games (mini-sport games, sport games) and can use these skills ● realize the characteristics of fair and unfair in complex games, can name them and play fairly ● learn different games / forms of games <ul style="list-style-type: none"> ○ Target (dodgeball etc.) ○ Net / Wall ○ Invasion / Territorial (Basketball, Flagball...)
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PHASE 4
Overall expectations

Identity

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Active living

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Interactions

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Strands

Identity

Conceptual understandings

- A person's identity evolves as a result of many cultural influences.
- A person's self-concept is influenced by how others regard and treat him or her.
- Embracing and developing optimism helps us to have confidence in ourselves and our future.
- Understanding ourselves helps us to understand and empathize with others.
- Self-efficacy⁵ influences the way people feel, think and motivate themselves, and

Active Living

Conceptual understandings

- Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.
- We can develop and maintain physical fitness by applying basic training principles.
- People go through different life stages, developing at different rates from one another.
- Attention to technique and regular practice can improve the effectiveness of our movements.

Interactions

Conceptual understandings

- A plan of action is a necessary strategy for a group to achieve its goal.
- An effective group capitalizes on the strengths of its individual members.
- Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.
- Behaviour can be modified by applying deliberate strategies.
- Communities and societies have their own

<p>behave.</p> <ul style="list-style-type: none"> ● Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. ● Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. 	<ul style="list-style-type: none"> ● A dynamic cycle of plan, perform and reflect can influence a creative movement composition. ● 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>norms, rules and regulations.</p> <ul style="list-style-type: none"> ● Communities and their citizens have a collective responsibility to care for local and global environments.
<p>Learning Outcomes Learners:</p> <p>Observing, discussing and Presenting</p> <ul style="list-style-type: none"> ● recognize personal qualities, strengths and limitations ● recognize how a person's identity affects how they are perceived by others and influences interactions ● analyse how they are connected to the wider community ● identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued ● analyse how assumptions can lead to misconceptions ● identify casual relationships and understand how they impact on the experience of individuals and groups ● use emotional awareness and personal skills to relate to and help others ● embrace optimism to shape a positive attitude towards themselves and their 	<p>Learning Outcomes Learners:</p> <p>Physical Skills and Performance</p> <ul style="list-style-type: none"> ● identify different stages of life and how these can affect physical performance ● develop plans to improve performance through technique refinement and practice ● demonstrate greater body control when performing movements ● self-assess performance and respond to feedback on performance from others ● plan, perform and reflect on movement sequences in order to improve ● identify potential personal and group outcomes for risk-taking behaviours. ● present various complex gymnastic forms in groups as part of a performance alone or in a group ● complete more complex sense motor skills (position in a room) ● can move constantly (benchmark: at least their age in minutes) ● do complex free movements using devices (i.e. handspring on horse) 	<p>Learning Outcomes Learners:</p> <p>Play</p> <ul style="list-style-type: none"> ● recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes ● identify individual strengths that can contribute to shared goals ● develop a shared plan of action for group work that incorporates each individual's experiences and strengths ● adopt a variety of roles for the needs of the group, for example, leader, presenter ● discuss ideas and ask questions to clarify meaning ● reflect on the perspectives and ideas of others ● apply different strategies when attempting to resolve conflict ● reflect on shared and collaborative performance. ● understand the basic rules of more complex games (i.e. soccer) ● can use multiple toys for their designed purposes

<p>future</p> <ul style="list-style-type: none"> ● explain how self-talk can influence their behaviour and their approach to learning ● motivate themselves intrinsically and behave with belief in themselves ● work and learn with increasing independence ● recognize different sounds, tones, rhythms and music and do different dances to rhythm and music ● reflect upon the effect of using different tactics and strategies in game situations ● reflect learning process / improvement of new movements, games, strategies... <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> ● analyse how society can influence our concept of self-worth (for example, through the media and advertising) ● use their own strengths and limits and know their strengths in different situations and integrate them into a group ● make healthy choices for daily life and while doing sports, be health conscious and name reasons for these choices <p>Experience and Risk</p> <ul style="list-style-type: none"> ● work and learn with increasing independence ● accept and appreciate the diversity of cultures, experiences and perspectives of others ● estimate their own skills and strengths 	<ul style="list-style-type: none"> ● artistic gymnastics <ul style="list-style-type: none"> ○ parallel bars ○ Rings ○ Vault ○ Horse ○ Horizontal bar ● athletics <ul style="list-style-type: none"> ○ Long jump ○ Sprint ○ Throwing ○ Endurance run ○ Obstacle run ○ Hurdle run ○ Relay run ● make experiences in new sport activities <ul style="list-style-type: none"> ○ orientation run ○ Cross country skiing ○ Alpine skiing ○ Ice skating ○ Inline skating ○ Table tennis ○ Cricket ○ Swimming ○ Climbing ○ American Football <p>Physical Well-being</p> <ul style="list-style-type: none"> ● identify ways to live a healthier lifestyle ● understand how daily practices influence short- and long-term health ● understand that there are substances that can cause harm to health ● demonstrate an understanding of the principles of training in developing and 	<ul style="list-style-type: none"> ● can adjust games to different environments (i.e. indoor; outdoor) ● can orientate themselves in different playing areas and conform to the rule ● can create a game, vary, organize, play and take on simple game instructions ● have developed strengths and skills in complex games (mini-sport games, sport games) and can use these skills ● realize the characteristics of fair and unfair in complex games, can name them and play fairly ● learn different games / forms of games <ul style="list-style-type: none"> ○ Target (bowling) ○ Striking / fielding (cricket, baseball...) ○ Net / wall (Badminton) ○ Invasion / territorial (handball, american football...)
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<p>realistically and use them individually and in group movements</p> <ul style="list-style-type: none"> • use, identify and modify complex strategies and tactics for specific game situations 	<p>maintaining fitness</p>	
<p>Overall expectations for Phase 5</p>		
<p>Identity Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.</p>	<p>Active living Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.</p>	<p>Interactions Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.</p>
<p>Strands</p>		

<p>Identity Conceptual understandings</p> <ul style="list-style-type: none"> • A person's identity evolves as a result of many cultural influences. • Many different and conflicting cultures influence identity formation. • The physical changes people experience at different stages in their lives affect their evolving identities. • Stereotyping or prejudging can lead to misconceptions and conflict. • The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth. • Being emotionally aware helps us to manage relationships and support each other. • A person's self-worth is reinforced and reflected in engagement with and/or service to others. • A strong sense of self-efficacy enhances human accomplishments and personal well-being. • Coping with situations of change, challenge and adversity develops our resilience. 	<p>Active Living Conceptual understandings</p> <ul style="list-style-type: none"> • Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. • There is a connection between exercise, nutrition and physical well-being. • Setting personal goals and developing plans to achieve these goals can enhance performance. • There are physical, social and emotional changes associated with puberty. • Appropriate application of skills is vital to effective performance. • Complexity and style adds aesthetic value to a performance. • Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle. 	<p>Interactions Conceptual understandings</p> <ul style="list-style-type: none"> • An effective group can accomplish more than a set of individuals. • An individual can experience both intrinsic satisfaction and personal growth from interactions. • Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. • People are interdependent with, and have a custodial responsibility towards, the environment in which they live. • People have a responsibility to repair and restore relationships and environments where harm has taken place.
<p>Learning Outcomes Learners:</p> <p>Observing, discussing and Presenting</p> <ul style="list-style-type: none"> • reflect on their own cultural influences, 	<p>Learning Outcomes Learners:</p> <p>Physical Skills and Performance</p> <ul style="list-style-type: none"> • exhibit effective decision-making processes in the application of skills 	<p>Learning Outcomes Learners:</p> <p>Play</p> <ul style="list-style-type: none"> • reflect critically on the effectiveness of the group during and at the end of the process

experiences, traditions and perspectives, and are open to those of others

- examine the complexity of their own evolving identities
- recognize how a person's identity affects self-worth
- recognize how a person's identity affects how they are perceived by others and influences interactions
- analyse how society can influence our concept of self-worth (for example, through the media and advertising)
- identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued
- analyse how assumptions can lead to misconceptions
- recognize, analyse and apply different strategies to cope with adversity
- accept and appreciate the diversity of cultures, experiences and perspectives of others
- use emotional awareness and personal skills to relate to and help others
- recognize different sounds, tones, rhythms and music and identify and name various dances
- develop and modify own strategies and tactics for specific game situations
- reflect on cultural influences in sport

Healthy Lifestyles

- identify how their self-knowledge can

during physical activity

- introduce greater complexity and refine movements to improve the quality of a movement sequence
- present various complex gymnastic forms with an basic understanding of necessary safety precautions
- complete complex sense motor skills (hand eye foot coordination)
- complete difficult floor and artistic gymnastics and can connect individual movements
- artistic gymnastics
 - parallel bars
 - Rings
 - Vault
 - Horse
 - Horizontal bar
- athletics
 - Long jump
 - Sprint
 - High jump
 - Throwing
 - Endurance run
 - Obstacle run
 - Hurdle run
 - Relay run
- make experiences in new sport activities
 - orientation run
 - Cross country skiing
 - Alpine skiing
 - Ice skating
 - Inline skating

- build on previous experiences to improve group performance
- independently use different strategies to resolve conflict
- work towards a consensus, understanding the need to negotiate and compromise
- take action to support reparation in relationships and in the environment when harm has been done.
- understand the basic rules of more complex games (i.e. soccer)
- understand the rules of complex games (i.e. base ball)
- can use multiple toys for their designed purposes
- can adjust games to different environments (i.e. indoor; outdoor)
- can orientate themselves in different playing areas and conform to the rules
- can create a game, vary, organize, play and take on simple game instructions
- have developed strengths and skills in complex games (mini-sport games, sport games) and can use these skills
- realize the characteristics of fair and unfair in complex games, can name them and play fairly
- learn different games / forms of games
 - Target (bowling)
 - Striking / fielding (cricket, baseball...)
 - Net / wall (volleyball)
 - Invasion / territorial (handball,

<p>continue to support the growth and development of identity</p> <ul style="list-style-type: none"> ● understand the role of and strategies for optimism in the development of their own well-being ● analyse self-talk and use it constructively ● embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being. ● know relationship between healthy lifestyle and possibilities to prevent health complaints <p>Experience and Risk</p> <ul style="list-style-type: none"> ● identify casual relationships and understand how they impact on the experience of individuals and groups ● know, use and develop their own strengths, help to support others with their strengths through group activities 	<ul style="list-style-type: none"> ○ Table tennis ○ Cricket ○ Swimming ○ Climbing ○ American Football <p>Physical Well-being</p> <ul style="list-style-type: none"> ● reflect and act upon their preferences for physical activities in leisure time ● understand the interdependence of factors that can affect health and well-being ● identify realistic goals and strategies to improve personal fitness ● identify and discuss the changes that occur during puberty and their impact on well-being ● recognize the importance of moderation in relation to safe personal behaviour. 	<p>american football...)</p>
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