Primary Years Programme

Physical education scope and sequence
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Physical education inquiry

To plan physical education (PE) inquiry, teachers must consider the following questions.

- What do we want students to learn?
- What do teachers need to learn about this topic?
- How best will students learn?
- How will we know what students have learned?

What do we want students to learn?

The PE scope and sequence framework identifies the major expectations considered essential in the Primary Years Programme (PYP). These expectations are arranged into seven strands: **body control and spatial awareness**, **adventure challenge**, **athletics**, **movement to music**, **games**, **gymnastics** and **health-related activities**.

**Body control and spatial awareness** focuses on exploring the human body’s capacity for movement, and how to move around and in-between objects and other individuals safely. **Adventure challenge** challenges the students to solve problems collaboratively involving physical and critical thinking skills. **Athletics** exposes students to the three aspects of athletics: jumping, throwing and running events. It develops the different techniques for the individual events while striving to improve student performance. **Movement to music** is concerned with learning to move the body in a variety of ways in response to music, sounds or situations. It also involves awareness of the position of the body and how the body can be used to convey a feeling or emotion. **Games** sequentially develops the students’ competence, confidence, success and enjoyment of the advanced skills and concepts associated with games and sports. **Gymnastics** exposes the student to a variety of gymnastic skills: on the floor, using small equipment and various apparatus. **Health-related activities** develops an awareness of the importance of physical activity and maintaining a healthy lifestyle.

Through PE, students are learning the “language” of physical movement, exploring the skills associated with different strands of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses in this discipline. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and learning through PE helps to build self-esteem, confidence, cooperation and fitness.

Through sporting activities, PE helps to build links with parents, the local community and beyond. It is often an area that is especially important for children with learning needs, including those who are learning English as an additional language (EAL), as they are able to participate fully in PE activities in a way they are not able to in other areas of the curriculum.

“There are two unique features of PE. One is its physicality and therefore its transience and the other is that in many cases the child is able to perform better than the teacher! … In the classroom the child is struggling to make sense of the adult world, dominated by signs and symbols that he has ultimately to master. This is not the case in physical activities.”


What do teachers need to learn about this topic?

The PE scope and sequence document should be seen as a framework to demonstrate how a balanced PE programme could be put into practice in a school. We are aware that resources, staff numbers and expertise, facilities and scheduling issues all have an impact on the implementation of a PE curriculum. For this reason, the specific expectations in the document are very general. This allows teachers, both generalist and single-subject teachers, to develop, adapt or change the activities and the assessments to suit their individual circumstances.
Wherever possible and appropriate, links should be made with the school’s programme of inquiry. Examples of how the scope and sequence can link with the Sample programme of inquiry 2003 have been included. The direct teaching of PE in a unit of inquiry may not always be feasible due to timetabling commitments but, where appropriate, prior learning or follow-up activities may be useful to help students make connections between the different aspects of the curriculum.

Teachers can use the eight key concepts and related questions (Figs 5 and 6 Making the PYP happen) to guide their own inquiry. Sample inquiry questions have been provided to show how this can be done. By engaging in inquiry themselves, teachers will not only achieve a deeper understanding of PE issues but will also be a model for their students by assuming the role of “teacher as learner”.

Teachers’ knowledge and understanding of PE is of key importance, particularly in relation to safety issues, movement skills, the rules and techniques of physical activities and the resources available. A wide range of PE resources are available in every school in the form of parents who may be able to contribute expertise and information about national dances or international versions of games.

**How best will students learn?**

Students learn best when the activities they are given provide them with the motivation to achieve their personal goals. The activities should be varied and adjusted to the level of the students involved. Students need to be challenged to improve their PE skills but also need support and encouragement to see PE as part of a healthy and active lifestyle with connections to other areas of the curriculum and community. A range of physical activities, linked to a well-balanced lifestyle, may include further strands not covered in this document, for example swimming, winter sports, outdoor sports, and non-competitive activities: aerobics, yoga, circuit training.

**How will we know what students have learned?**

Assessment provides insights into students’ understanding, knowledge, skills and attitudes. These insights are necessary to plan further activities that address areas of concern to the teacher and the students. There should be ongoing formative assessments as well as summative assessments. Assessment activities should be carefully planned, and opportunities for students to self-assess using different methods should be included. Examples of assessments appropriate to the specific expectations are included in this document along with sample activities and key questions.

The main strategy of assessment used in PE will be teacher observation of student performance, but student self-assessment will also give teachers an indication of how students feel about PE and their own performances, strengths and weaknesses. This opportunity to find out how students feel about PE can be important in recognizing and preventing negative attitudes.

Record keeping should be simple and readily accessible to the teacher and the student. Teacher observations, rubrics and self-evaluations can be used as examples of significant development and could be included in the student’s portfolio.

* See glossary for explanation of italicized terms.
Glossary of PYP physical education terms

agility
The ability to move or change position quickly and easily.

asymmetry
When one side of the body assumes a different shape from the other. See also symmetry.

attacker
The player who has the role of shooting for goals or points.

backward roll
A movement in which the student rolls head over heels, in a backward direction, along the floor or apparatus and ends up with their feet on the floor to stand up.

balance
The ability to hold a position in a moment of stillness without falling or wobbling.

binary form (dance)
A dance or piece of music that is made up of two contrasting sections A and B.

body control
An awareness of body shape, different parts of the body, and the balance and transfer of weight.

body mass index
A measurement of the ratio between the height and weight of a person.

bridge
A balance held on legs and hands/arms with body facing upwards—also known as a crab or back bend.

cardiovascular system
This is formed of two main components—a muscular pump (the heart) and a network of blood vessels.
cartwheel
A rotation of the body through the horizontal axis with the arms and legs extended.

cartwheel

coordination
The combining of simple movements in proper sequence to make a smooth complex movement.

defender
The player who has the role of defending the goal or area from the attacker.

dodging
The method used to move away from an opponent either with or without the ball.

dribbling
The way of moving the ball, by bouncing or kicking it, for close control.

EAL
English as an additional language.

fair play
Respect for rules or equal treatment of all concerned.

fielding and striking games
Games involving two teams playing against each other with a method of scoring that does not involve attacking a goal or target, for example softball, cricket, rounders.

flexibility
The range of movements that can be achieved at a single joint or series of joints. Whole-body stretches and stretches for the main muscle groups can be introduced.

forward roll
A movement in which the student rolls head over heels, in a forward direction, along the floor or on apparatus and ends up with their feet on the floor to stand up.

forward roll

game(s)
A form of non-competitive or competitive activity played according to rules but not recognized as a sport.

game(s)
glossary of PYP physical education terms

### Gross Motor Skills
Movements, voluntarily controlled by the student, that involve travelling or coordination of limbs (jumping, climbing, riding a bicycle) rather than fine motor skills that may include holding small tools (writing, using scissors). See also *Locomotor Skills*.

### Half-Turn Jump
A jump where the landing position is at $180^\circ$ to the starting position.

### Handstand
A balance taking body weight on the hands with the legs in the air.

### Headstand
A balance taking body weight on the head (supported by the hands in a triangle formation) with the legs in the air.

### Invasion Games
Games involving a team working together to attack a goal or target that is defended by another team, for example soccer, hockey, rugby, handball.

### Lead-Up Games
Activities that introduce and reinforce specific skills or skill sets in order to prepare the participant progressively to take an active part in more complex games or sports.
**locomotor skills**
Activities used to travel from one place to another or to project the body upward, for example jumping, hopping, walking, running, skipping, leaping, sliding and galloping.

**manipulation**
Demonstration of body control or effective handling of equipment, for example throwing, catching, kicking, dribbling or striking.

**manipulative skills**
Skills that involve handling some kind of object. Most of these skills involve the hands and feet but other parts of the body can also be used. They help develop manual dexterity, hand–eye and foot–eye coordination.

**narrative form (dance)**
A dance or piece of music that has an unfolding story or idea.

**net games**
Games in which two teams are separated by a net.

**non-locomotor skills**
Activities that involve movement without travelling, for example bending, stretching, twisting, moving body parts or balancing. See also stability.

**pathway**
A sequence of changes in movements that constitutes a progression, for example straight, curved, circular and zig-zag.

**pattern**
See sequence.

**pike jump**
A jump where the body bends at the waist then straightens with both legs together lifted at a right angle to the body.

**pin jump**
A jump with the arms and legs kept together and straight to the body.

**rhythmic responses**
A physical reaction to a rhythm, often a musical rhythm.

**round off**
A cartwheel, a quarter turn and a landing with feet together, showing flight in the second phase.
sequence (pattern)  A sequence of movements linked together including a starting position, and a clear and controlled finishing position.

shoulder stand  A balance that starts from a lying position, lifting the legs and lower body above the head supported by the shoulders and arms.

spatial awareness  An awareness of personal and general space, directions and pathways.

sport(s)  A competitive activity involving physical effort and skill in which an individual or team competes against another or others. These activities are generally recognized on a national scale and are often part of international competitions.

stability  When the body remains steady but moves around a horizontal or vertical axis, for example bending, stretching, twisting, turning, rolling, balancing.

star jump  A jump with the arms and legs spread wide like a star.

straddle jump  A pike jump where the legs are spread wide apart.
**strength**

The maximum force a muscle can exert against a resistance, for example lifting a weight or hitting a ball.

**symmetry**

When one side of the body assumes the same shape as the other side. See also *asymmetry*.

**tag games**

A game that involves chasing and running away. Some participants chase the others in an attempt to touch or "capture" them. The others run away so as to avoid being touched.

**target games**

Games where points are scored by individuals aiming at and hitting a target, for example golf, archery, bowling.

**technique**

The pattern of movement that is technically sound and exists as an integral part of the skill.

**ternary form (dance)**

A dance or piece of music constructed in three sections where the third section is the same as, or a variation of, the first—A B A.

**tuck jump**

A jump with the knees tucked up into the chest.

**warm-up and warm-down sessions**

Preparation for, or recovery from, strenuous physical effort by doing gentle stretches and exercises.

*Illustrations courtesy of British Gymnastics*
Recommended resources

Teachers involved in developing the physical education scope and sequence have suggested the following resources.

British Gymnastics Proficiency Award Scheme (for children 5 years and above).


Hall J. 1997. *Dance for Infants*. A&C Black. (Also available in the Leapfrogs series: *Games for Infants, Gymnastic Activities for Infants* and *Primary Physical Education Handbook*.)


Web sites

www.humankinetics.com

www.british-gymnastics.org
<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of this age range, children aged 3–5 will:</th>
<th>By the end of this age range, students aged 5–7 will:</th>
<th>By the end of this age range, students aged 7–9 will:</th>
<th>By the end of this age range, students aged 9–12 will:</th>
</tr>
</thead>
</table>
| **Physical education (PE) scope and sequence overview** | • develop spatial awareness  
• develop gross motor skills  
• develop creative skills through movement. | • develop an awareness of space, direction and levels in relation to others and to their working environment  
• travel in different ways, changing speed and direction with control  
• handle different apparatus and small equipment using various body parts (manipulative skills)  
• hold their body weight using various body parts as bases (balance and stability). | • At this age, body control and spatial awareness activities will be incorporated into other PE content areas. | • At this age, body control and spatial awareness activities will be incorporated into other PE content areas. |
| **Body control and spatial awareness**      |                                                                                                                      |                                                                                                                      |                                                                                                                      |                                                                                                                      |
| **Adventure challenge**                    | • explore and develop the ability to solve tasks individually  
• explore and develop the ability to solve tasks in pairs or in small groups. | • solve challenging problems, individually, in pairs or in small groups  
• solve challenges with or without apparatus  
• participate in small group activities to accomplish a common goal. | • solve challenging problems, individually, in pairs or in small groups  
• solve challenges with or without apparatus  
• participate in group activities to accomplish a common goal. | • solve challenging problems, individually, in pairs or in groups  
• participate in group activities to accomplish a common goal. |
| **Athletics**                              | • At this age, athletics (jumping, throwing and running events) should be introduced through the other PE content areas. | • At this age, athletics (jumping, throwing and running events) should be introduced through the other PE content areas. | • develop the basics techniques of jumping, throwing and running events  
• learn and apply the basic rules of athletic events  
• be introduced to collecting and recording results  
• understand and apply the basic safety rules in athletic events. | • practise specific techniques for jumping, throwing and running events  
• learn and apply the rules of various events  
• learn how to collect and record results  
• understand and apply the safety rules in these events  
• evaluate their athletic performance and understand how they can improve their performance. |
| **Movement to music**                       | • explore locomotor skills (including travelling, changing direction, altering pathways, and transferring weight) using music as a stimulus  
• explore non-locomotor skills using music as a stimulus  
• use imagination and original ideas to respond to a range of stimuli to express feelings and moods  
• be introduced to short sequences using basic step patterns. | • combine locomotor and non-locomotor skills in order to develop rhythmic responses  
• respond through movement to a range of stimuli  
• express feelings and moods using imagination and original ideas  
• create simple individual movement sequences  
• master a dance containing basic step patterns, which has a beginning, middle and end. | • combine locomotor and non-locomotor skills in order to improve rhythmic responses  
• respond through movement to a range of stimuli  
• express feelings and moods using imagination and original ideas  
• create simple movement sequences  
• master a dance containing basic step patterns with a partner or in small groups  
• begin to master dances with more complex step patterns. | • demonstrate controlled combinations of movement, changing speed and direction  
• combine locomotor and non-locomotor skills in order to refine rhythmic responses  
• respond through movement to a range of stimuli  
• express feelings and moods using imagination and original ideas  
• create more complex movement sequences  
• be exposed to a range of dances containing more complex step patterns  
• master dances containing complex step patterns with partners and in small groups  
• begin to recognize techniques and forms of dance  
• be aware of the different purposes and types of dance  
• appreciate the dances of different countries and cultures. |
| **Games**                                  | • explore coordination, manipulation and balance  
• travel in different ways maintaining body control  
• change speed and direction of movement maintaining body control  
• handle small equipment using various body parts  
• participate in, and follow instructions for, simple games requiring little or no equipment. | • develop coordination, manipulation and balance  
• travel in different ways, changing speed and direction while maintaining body control  
• explore different apparatus and small equipment using various body parts  
• participate in, and follow instructions for, simple games requiring little or no equipment. | • develop coordination, manipulation, balance and spatial awareness  
• participate in activities that develop spatial awareness and locomotor skills  
• handle different apparatus and small equipment using various body parts  
• participate in simple lead-up games  
• begin to develop their own games and related activities. | • develop coordination, manipulation, balance and spatial awareness  
• participate in activities that refine locomotor skills  
• become competent in handling different apparatus and small equipment  
• participate in lead-up games  
• participate in scaled-down or adapted versions of the recognized sports, for example invasion games, fielding and striking games, net games and target games  
• develop their own innovative games and related activities. |
| **Gymnastics**                             | • learn a variety of movements to form a basic movement vocabulary, for example jump, hop, slide, rock  
• explore different ways of moving on the floor and on apparatus  
• create small movement patterns  
• hold their body weight in stillness using various body parts as bases  
• be introduced to one or two basic skills, for example a pin jump  
• explore different ways of moving with small equipment. | • develop the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
• interpret and answer movement tasks in their own way, and at their own level, on the floor  
• interpret and answer movement tasks in their own way, and at their own level, using apparatus  
• combine locomotor and non-locomotor skills while using small equipment. | • combine simple movements to create short sequences  
• improve the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
• interpret and answer movement tasks in their own way, and at their own level, on the floor  
• interpret and answer movement tasks in their own way, and at their own level, using apparatus  
• combine locomotor and non-locomotor skills while using small equipment. | • combine movements to create sequences  
• refine the traditional gymnastic skills, involving physical agility, physical strength, flexibility and coordination  
• interpret and answer movement tasks in their own way, and at their own level, on the floor  
• interpret and answer movement tasks in their own way, and at their own level, using apparatus  
• combine locomotor and non-locomotor skills while manipulating small equipment. |
| **Health-related activities**               | • be aware of some of the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
• be aware that it is important to be physically active  
• recognize some basic changes that occur to their bodies when exercising  
• be made aware of safety aspects when exercising. | • recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
• become aware of the importance of physical activities in daily life  
• recognize basic changes that occur to their bodies when exercising  
• demonstrate safety when exercising. | • identify and recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
• be aware of the importance of physical activity in daily life  
• recognize the physical changes that occur to their bodies when exercising  
• demonstrate safety when exercising. | • identify and recognize the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
• identify and recognize the benefits of a healthy lifestyle  
• be aware of the importance of physical activity in daily life  
• recognize the physical changes that occur to their bodies when exercising  
• demonstrate and apply safety when exercising. |
Physical education (PE) offers children the opportunity to explore the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve simple problems, tackle appropriate physical challenges, manipulate equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behaviour practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviours and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

Children will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 13 Making the PYP happen): body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.

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**Overall expectations**

Physical education (PE) offers children the opportunity to explore the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve simple problems, tackle appropriate physical challenges, manipulate equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behaviour practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviours and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

Children will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 13 Making the PYP happen): body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.
### Subject: Physical Education  
**Age range:** 3–5 years  
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<th>What do we want children to learn?</th>
<th>How best will children learn?</th>
<th>How will we know what children have learned?</th>
<th>Notes for teachers</th>
</tr>
</thead>
</table>
| **Movement to Music** | Children will:  
- explore locomotor skills (including travelling, changing direction, altering pathways, and transferring weight) using music as a stimulus  
  - Can you move your whole body in time to the music?  
  - Can you show me different ways of moving to these pieces of music?  
  - Children listen to the music and every time they hear the drum they do any kind of jump.  
  - Play a variety of styles of music to which children respond.  
  - One or two children are given different instruments and make a simple rhythm. The other children move their bodies in time to the sounds.  
  - Children can recognize the right moment to jump.  
  - Children can respond to different musical sounds in a variety of ways, for example by marching, floating and sliding.  
  - Children can respond to the rhythms created by their peers. They may march to the drum or shake to the maracas. | **Sample activities**  
- Use imagination and original ideas to respond to a range of stimuli to express feelings and moods  
  - Can you move in different parts of your body in time to the music?  
  - Can you show me different ways of moving to these pieces of music?  
  - Children use their imagination to show how they can move different parts of the body while listening to the music.  
  - Children can demonstrate a movement with a body part in time with the music or sections of the music.  
  - Children can demonstrate being happy using movement and facial expressions.  
  - Use different kinds of music and let children find the right music to match their feelings and moods. |
| **Games** | Children will:  
- explore coordination, manipulation and balance  
  - Can you find a way to get the ball to the other side of the gym, without it touching anything on the floor?  
  - Which kind of balance equipment do you like to use best? perspective  
  - Children take a ball and try to get to the other side of the gym, around a number of different obstacles, without the ball touching them.  
  - Children explore using different balance set-ups to find out what they like or can do best.  
  - Children can find their own limits using balance, coordination and courage.  
  - The unit “Who am I?” in the Sample programme of inquiry 2003 includes many opportunities for children to challenge themselves physically.  
  - Make sure you set up a variety of balance equipment with different surface heights and widths.  
  - Always start with simple games. For very young children, omit any rules that may cause them to be upset or excluded from the game, for example being “out” or being in a “hot pot”. | **Sample assessments**  
- Assumptions should be directly related to the specific expectations. Children should be given the opportunity to demonstrate their understanding in a variety of ways.  
- Assessments should be directly related to the specific expectations. Children should be given the opportunity to demonstrate their understanding in a variety of ways.  
- Teachers should find ways to ensure EAL learners understand tasks and expectations. |
| **Sample programme of inquiry**  
**Resources and comments** | **Sample questions**  
- Can you show me different ways of moving to these pieces of music?  
- How can you move your whole body in time to the music?  
- How can you move in different parts of your body in time to the music?  
- Children can demonstrate being happy using movement and facial expressions.  
- Use different kinds of music and let children find the right music to match their feelings and moods. |
| **Specific expectations** | **Sample activities**  
- All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).  
- Sample questions may be linked to a key concept. Some examples are noted below in bold. | **Sample assessments**  
- Open-ended questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample assessments may be linked to a key concept. Some examples are noted below in bold. | **Key concepts**  
- Sample programme of inquiry 2003 includes many opportunities for children to challenge themselves physically.  
- Make sure you set up a variety of balance equipment with different surface heights and widths.  
- Always start with simple games. For very young children, omit any rules that may cause them to be upset or excluded from the game, for example being “out” or being in a “hot pot”. |

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**Note:** The specific expectations may be addressed in any order or combination.
<table>
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<tr>
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<th>What do we want children to learn?</th>
<th>How best will children learn?</th>
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<th>Notes for teachers</th>
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</thead>
<tbody>
<tr>
<td><strong>Games (cont.)</strong></td>
<td>Children will:</td>
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<td></td>
<td>• participate in, and follow instructions for, simple games requiring little or no equipment.</td>
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<td></td>
<td>Can you play “Duck, duck, goose”?</td>
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<td></td>
<td>“Duck, duck, goose” Children sit in a circle facing inwards. One child walks around the outside patting each seated child’s head while calling out “duck”. When the caller shouts “goose” instead of “duck” the seated child has to race around the circle and return to their space before the caller. The child who arrives first remains in the circle and the second child becomes the caller.</td>
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<td>Children can play simple games according to the basic rules.</td>
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<tr>
<td><strong>Gymnastics</strong></td>
<td>This strand introduces the children to a variety of gymnastic skills: on the floor, using small equipment and various apparatus. They explore basic gymnastic skills: body control, locomotor skills, non-locomotor skills, balance and spatial awareness.</td>
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<td>Children will:</td>
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<td></td>
<td>• learn a variety of movements to form a basic movement vocabulary, for example jump, hop, slide, rock</td>
<td>Children lie on their backs and experiment with different ways of moving. Children can lie on their backs and experiment with different ways of moving using different body parts.</td>
<td>Children can respond to basic commands and know the names of various basic actions. Children can show an awareness of space, obstacles and other people around them as they move.</td>
<td>Safety is an essential element of gymnastics and should be introduced and constantly reinforced. Apparatus at this age range is likely to be limited to benches and mats. At this age, emphasis will be on exploration in gymnastics. However, specific skills and techniques can be gradually introduced to improve and refine skills. A checklist of skills may be helpful to monitor progress. In this age range, appropriate skills will include: • forward roll • pin jump • shoulder stand • star jump.</td>
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<tr>
<td></td>
<td>Can you lie on your back and push yourself along the floor?</td>
<td>Children lie on their backs and experiment with different ways of moving. Children can lie on their backs and experiment with different ways of moving using different body parts.</td>
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<td></td>
<td>Can you find another way of sliding? form</td>
<td>Children experiment with various ways of sliding using different body parts.</td>
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<td></td>
<td>Children experiment with moving along and over a variety of apparatus on different body parts.</td>
<td>Children can show good landing techniques after jumping. They are able to explain why they need to land like that.</td>
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<td></td>
<td>Children travel around the room and on a designated signal they find a partner and make the same shape as each other (mirror).</td>
<td>Children can explain how they worked and make simple assessments of their own patterns and the patterns created by their peers.</td>
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<td></td>
<td>Children can plan and perform a short movement pattern, for example slide, roll, slide, roll. They can explain how they worked and make simple assessments of their own pattern and the patterns created by their peers.</td>
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<td></td>
<td>Children can plan and perform simple patterns, linking several actions together. They are invited to talk about what they and others have done and make simple judgments.</td>
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<td></td>
<td>Children experiment with making figures and circles with their ribbon.</td>
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<td></td>
<td>Children explore and use their imagination when working with their chosen piece of equipment, for example ribbons and balls. They demonstrate a variety of shapes and different ways to use their equipment.</td>
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<td></td>
<td>Children can show good landing techniques after jumping. They are able to explain why they need to land like that.</td>
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<td></td>
<td>Children can explain how they worked and make simple assessments of their own patterns and the patterns created by their peers.</td>
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<td></td>
<td>Children can plan and perform a short movement pattern, for example slide, roll, slide, roll. They can explain how they worked and make simple assessments of their own pattern and the patterns created by their peers.</td>
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PYP curriculum documents: physical education © IBO 2003
### Health-related activities

This strand introduces the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE. Some teachers may cover health-related issues as part of their normal lessons; others may use specific lessons to promote understanding in a more explicit way.

**Children will:**
- be aware of some of the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)
- be aware that it is important to be physically active
- recognize some basic changes that occur to their bodies when exercising
- be made aware of safety aspects when exercising.

#### Specific expectations

The specific expectations may be addressed in any order or combination.

#### Sample questions

Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold.

<table>
<thead>
<tr>
<th>Question</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can we do to keep healthy?</td>
<td>responsibility</td>
</tr>
<tr>
<td>Why is it important to sleep?</td>
<td>reflection</td>
</tr>
<tr>
<td>Why is it good to be able to run fast?</td>
<td>change</td>
</tr>
<tr>
<td>When can you be active?</td>
<td>causation</td>
</tr>
<tr>
<td>What has changed when you exercised?</td>
<td>reflection</td>
</tr>
<tr>
<td>Why do you think it has changed?</td>
<td>responsibility</td>
</tr>
<tr>
<td>What has stayed the same?</td>
<td>responsibility</td>
</tr>
</tbody>
</table>

#### Sample activities

All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).

- Children run, skip and slide around the room and stop on a signal from the teacher, for example clapping hands, banging a tambourine, or lifting hands in the air.
- Children run and slide around the room and stop on a signal from the teacher, for example clapping hands, banging a tambourine, or lifting hands in the air.
- Children can comment on the changes they notice in their bodies during physical activity, for example "I am hot", "I feel sweaty", "Your cheeks are red", or "My legs are tired doing this". The teacher could note down observations as they are spoken.
- Children can talk readily about their own ideas of what constitutes health and how their behaviour can affect their health.

#### Sample assessments

Assessments should be directly related to the specific expectations. Children should be given the opportunity to demonstrate their understanding in a variety of ways.

- Children can comment on the changes they notice in their bodies during physical activity, for example "I am hot", "I feel sweaty", "Your cheeks are red", or "My legs are tired doing this". The teacher could note down observations as they are spoken.
- Children can comment on the changes they notice in their bodies during physical activity, for example "I am hot", "I feel sweaty", "Your cheeks are red", or "My legs are tired doing this". The teacher could note down observations as they are spoken.

#### Resources and comments

- Teachers should find ways to ensure EAL learners understand tasks and expectations.
- Teachers should acknowledge that there are many factors children are unable to control that affect their health, for example time of going to bed, meals served, whether or not they walk to school etc.
- Children should experience a wide range of vigorous activities that use whole-body movements.
- Promote awareness in young children by talking about the effect physical activity has on their bodies.
- Ensure children have enough time to recover between energetic physical activities.
**Overall expectations**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 13 Making the PYP happen: body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities).

---

### Subject: physical education  
**Age range:** 5–7 years

### Content

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| Students will: • develop an awareness of space, direction and levels in relation to others and to their working environment | How can you move around the space safely? form, responsibility  
Can you follow your partner closely without touching him/her or anybody else?  
How can you find a space of your own? function  
How can you move at different levels (low, medium and high)? | Working in pairs, one leads and one follows the leader closely without touching the leader or anybody else.  
Students move at different levels, for example close to the ground, along apparatus. | Students can move safely following somebody without touching the front person or anybody else.  
Students can move at different levels with smooth linking actions.  
Students can use the assessment sheet to mark off the different ways of moving that they see. | Warm-up and warm-down sessions should be part of every class. These exercises prepare muscles properly for physical activity and ultimately prevent injury. The unit of inquiry “Let’s play” in the Sample programme of inquiry 2003 has many opportunities to include PE. The teacher can develop simple rubrics for students initially. As students become more adept at using them, they can also begin to look for changes of direction and speed including stopping. |
| • travel in different ways, changing speed and direction with control | What do you need to do to stop quickly? | Students use a simple assessment sheet/rubric to watch and assess their partner. The sheet requires the student to mark off when they see their partner moving in different ways, for example walking, jogging, hopping, jumping, sliding, leaping, skipping and galloping. | Students can use the assessment sheet to mark off the different ways of moving that they see. |  |
| • handle different apparatus and small equipment using various body parts (manipulative skills) | What different movements can you make while balancing a beanbag on your head? | Students balance a beanbag on their head and try out various movements without dropping the beanbag. | Students are able to show various movements without dropping the beanbag. |  |
| • hold their body weight using various body parts as bases (balance and stability). | What different shapes can you make on the floor using your body? form | Students make their bodies into a letter shape, number shape or geometric shape, either individually or in small groups.  
Roll the dice  
Make a large dice with different body parts on each face. Roll the dice and the students must balance on the body part shown. | Students can make shapes which the teacher is able to recognize.  
Students can hold their body weight in a steady balance using the various body parts shown on the dice. |  |

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*See glossary for explanation of italicized terms.*
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<td><strong>Adventure challenge</strong></td>
<td>Students will: • solve challenging problems, individually, in pairs or in small groups • solve challenges with or without apparatus • participate in small group activities to accomplish a common goal.</td>
<td>How can you transport the mat from A to B without the mat touching the floor? form What different ways can you transport the object over the course while making sure that you work with your partner or small group? How can we move the hoop around the circle successfully?</td>
<td>Students complete an obstacle course where they have to go over, under and through various apparatus. Students can communicate and find a way to work together to achieve the task. Students can move the hoop around the circle successfully.</td>
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<td><strong>Athletics</strong></td>
<td>At this age, athletics (jumping, throwing and running events) should be introduced through the other PE content areas.</td>
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<td><strong>Movement to music</strong></td>
<td>Students will: • combine locomotor and non-locomotor skills in order to develop rhythmic responses • respond through movement to a range of stimuli • express feelings and moods using imagination and original ideas • create simple individual movement sequences • master a dance containing basic step patterns, which has a beginning, middle and end.</td>
<td>How can you move around the room when listening to the beat of the drum? How can you move around the room to this rhythm? How can your body respond to signals, sounds and music? function Who can move and show that they are angry, sad, excited or afraid? How can you copy a movement pattern that your partner has performed? How can you remember simple step patterns? causation</td>
<td>Students step, run, skip, gallop and march to various rhythms including clapping, music and the beat of a drum. Students sway, twist and turn with or without music. Students can do the actions consistently. They can start and stop skipping, hopping and galloping with control. Students are able to move freely using their imagination while the music is playing. Students can select movements and combine them to create a sequence that has a defined start, middle and end. They can perform it to their peers. Students try to copy movement patterns with and without music. Students develop methods of remembering the step patterns individually and with partners. Students are able to copy the movement patterns accurately with and without music. Students are able to follow simple instructions and keep time to music by performing movements as outlined by the teacher. Students are able to develop their own methods and techniques of remembering dance steps and the order in which the steps occur in a dance.</td>
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Note: The unit of inquiry “Celebrate!” in the Sample programme of inquiry 2003 has many opportunities to include movement to music. In movement to music, provide students with simple props such as scarves, streamers and sheets.
### Games

This strand explores the sequential development of students’ competence, confidence, success and enjoyment of the basic skills and techniques involved in a variety of games-related activities. Students are exposed to opportunities to deal with the concepts of cooperation and teamwork.

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<tr>
<td>Students will:</td>
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<tr>
<td>• develop coordination, manipulation and balance</td>
<td>Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold.</td>
<td>All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).</td>
<td>Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways.</td>
<td></td>
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<tr>
<td>• travel in different ways, changing speed and direction while maintaining body control</td>
<td>“Hop it” game Students each stand in their own hoop, except one who is “it”. The student without a hoop runs and stands in another student’s hoop and shouts, “Hop it!” The student who is “it” then chases the owner of the hoop, but they must both hop. If the student being chased is caught, he/she becomes “it”. The student who is now “it” runs and stands in another hoop and shouts, “Jump it!” or “Skip it!” The game continues as before, with different actions being called out each time.</td>
<td>Students improve throwing and catching techniques. Students do this activity while focusing on control.</td>
<td>Students can find different ways to move a ball using a racket, including carrying, rolling, hitting and dribbling. The students watch each other, describe what is happening before attempting the movement themselves, and comment on how easy or difficult they found the task.</td>
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<tr>
<td>• explore different apparatus and small equipment using various body parts</td>
<td>How many different ways can you move the ball using a racket/bat?</td>
<td>Students are given a ball and a racket or bat. They have to find different ways of moving the ball from one end of the floor space to the other. Students share their methods with the rest of the group, commenting on what they found worked well and what was hard to do.</td>
<td>Students can describe the procedures for catching successfully (watching the object, positioning the body, etc.)</td>
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<td>• participate in, and follow instructions for, simple games requiring little or no equipment.</td>
<td>Why do we need to practise</td>
<td>Beanbags game The aim is to throw beanbags into your opponent’s hoop to score a point. Set up a “court” with a line to divide the players. Each player stands facing an opponent across the line. Place a hoop behind each player, about 1m from the line. Each player tries to throw three beanbags into the hoop on the other side. They can try and stop the beanbags entering their hoop but must not move or touch the hoop. Each beanbag that lands in a hoop scores a point. Players take turns with the beanbags.</td>
<td>Students can explain how to defend their space and the tactics they can use.</td>
<td>Students should be exposed to a wide variety of age-appropriate activities. Ideally, these activities should be drawn from a variety of different cultures, so as to broaden their international awareness. Games can introduce action vocabulary to EAL learners.</td>
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<td>fair play? responsibility</td>
<td>What is the best way to avoid being caught?</td>
<td>Students play a “tag game.”</td>
<td>Students avoid being caught by using space and dodging skills. They work as a team to help others to get free.</td>
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<td>What is the best way to help your partner succeed?</td>
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</tbody>
</table>

*PYP curriculum document: physical education © IBO 2003*
### Subject: Physical Education  
**Age range:** 5–7 years  
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<table>
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</table>
| **Gymnastics**  
This strand exposes the students to a variety of gymnastic skills (on the floor, using small equipment and various apparatus), developing basic gymnastic skills: body control, balance and spatial awareness. Gymnastics focuses on control, coordination and the physical possibilities of the body. | **Specific expectations**  
The specific expectations may be addressed in any order or combination. | **Sample questions**  
Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold. | **Sample activities**  
All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen). | **Sample assessments**  
Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways. |
| Students will:  
- develop the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
- interpret and answer movement tasks in their own way, on the floor  
- combine locomotor and non-locomotor skills while using small equipment. | Can you do a forward roll, keeping your knees and ankles together?  
Can you jump in the air, making a shape like a star?  
How can you be completely still on one, two, three or four body parts? function  
How many different ways of travelling on your apparatus can you find?  
How can you balance on one, two, three or four body parts with apparatus?  
How can you link movements together to form a sequence your partner can copy?  
What different shapes can you make in the air with a ribbon?  
What different ways can you catch a ball?  
Can you throw the ball in the air and do one movement (turn, clap, hop) while it is in the air?  
What students will:  
- recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
- become aware of the importance of physical activities in daily life  
- interpret and answer movement tasks in their own way, and at their own level, using apparatus  
- combine locomotor and non-locomotor skills while using small equipment. | Students practise a forward roll. Students have a piece of scrap paper to place between their knees/ankles.  
Students run and then stop and make statues and sculptures while balancing on different body parts. (They can repeat this activity on a piece of apparatus such as a bench or mat.)  
Students travel on, across or along a piece of apparatus using two hands but only one foot.  
Students experiment, making figures, circles and shapes with a ribbon and using their bodies at different levels.  
Students observe and copies the sequence.  
Students experiment, making figures, circles and shapes with a ribbon and using their bodies at different levels.  
Students are given a ball or balloon and asked to perform different movements while it is in the air. They try to increase the number and complexity of the movements.  
Discuss the benefits of exercise, following instructions and getting enough sleep.  
Discuss with students why dancing/athletics/gymnastics is a healthy activity. | Students can perform a forward roll keeping the piece of paper between their knees/ankles.  
Students can demonstrate a stretched star shape in the air and land safely, bending their knees.  
The teacher observes students and comments constructively on their interpretations of the task.  
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The teacher should encourage students to use appropriate vocabulary (body parts, direction, speed, shape, apparatus) to describe their sequences.  
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### Health-related activities

This strand develops an awareness of the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE. Some teachers may cover health-related issues as part of their normal lessons; others may use specific lessons to promote understanding in a more explicit way.

| Students will:  
- recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
- become aware of the importance of physical activities in daily life  
- interpret and answer movement tasks in their own way, and at their own level, using apparatus  
- combine locomotor and non-locomotor skills while using small equipment. | How do you feel the next day when you have gone to bed late?  
What do you think would happen to your body if you exercised regularly? reflection  
Why is it important to take a dog for a walk every day? responsibility  
Why is it important that you keep active?  
Why is it good for you to play and get out of breath? reflection  | Students respond and take part in further discussion.  
Discuss with students why dancing/athletics/gymnastics is a healthy activity.  
Discuss with students why dancing/athletics/gymnastics is a healthy activity. | Students can discuss other activities they consider to be healthy, for example swimming, cycling, soccer. | See also Personal and social education scope and sequence and Science and technology scope and sequence.  
Students should experience a wide range of vigorous activities that use whole-body movements.
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<td>Students will:</td>
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<td>• recognize basic changes that occur to their bodies when exercising</td>
<td>What changes can you see or feel in your body when you are exercising? <strong>change</strong></td>
<td>Plan activities where students will have to run around and experience the changes that are happening to their body, for example heart beating faster, sweating, feeling warmer, feeling tired.</td>
<td>Students can recognize and describe some of the changes that happen to their body when exercising.</td>
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<td>What does it feel like just after you have been running/ dancing/jumping/swimming?</td>
<td>Talk with students about where their heart is in their body and what happens to their heartbeat before and after physical activity.</td>
<td>Students know where their heart is and can recognize that the heartbeat changes according to how active they are.</td>
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<td>What does your heart feel like when you are resting?</td>
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<td>• demonstrate safety when exercising.</td>
<td>Why is it important to always look where you are going before you move?</td>
<td>Students move around the gym or field in a variety of different ways: running without bumping into other students, jumping using safe landing techniques, spinning without falling over etc.</td>
<td>Students can run, jump, roll, spin and hop in safety. They use the apparatus safely.</td>
<td>Simple rules about appropriate behaviour during PE need to be established and maintained.</td>
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| | How can we stay safe when we are exercising? | Discuss why rules are important. Give the students a common situation and ask them to think of a rule that might be helpful. | Students can suggest rules for a common situation and understand how rules might be helpful. | Teach skills that will keep students safe:  
• responding straight away to signals from the teacher  
• maintaining appropriate noise levels  
• wearing suitable clothing and footwear  
• lifting and climbing safely  
• jumping and landing appropriately  
• warming up and warming down before and after activities. |
| | Do you know the rules and what you are supposed to do? | | Students follow instructions carefully about how to lift and move equipment, how to work with others in the group, and how to prepare or tidy away equipment. | Remind students that the position of apparatus is important; not too close to other equipment or walls. |
| | What do we need to remember before we move equipment? | Students help to prepare equipment at the start of the session and help to put it away at the end of the session. | | |

**Subject: physical education**  
**Age range: 5–7 years**  
**Page 5 of 5**
**Overall expectations**

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Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

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<td>Students will:</td>
<td>How can you work as a group to achieve a common aim? connection</td>
<td>Students hold hands in a group. Each group has a balloon. The object is to work as a group to keep the balloon in the air.</td>
<td>Students can cooperate and communicate with one another in a positive manner in order to accomplish the task.</td>
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<tr>
<td><strong>Sample activities</strong></td>
<td>• solve challenging problems, individually, in pairs or in small groups</td>
<td>In a small group, students try to let everybody use a different skill/movement. They put this together in a small sequence.</td>
<td>Warm-up and warm-down sessions should be part of every class. These exercises prepare muscles properly for physical activity and ultimately prevent injury.</td>
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<tr>
<td><strong>Body control and spatial awareness</strong></td>
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<td>The unit of inquiry “Give and take” in the Sample programme of inquiry 2003 has many opportunities to include cooperation and teamwork through PE.</td>
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<tr>
<td><strong>Sample assessments</strong></td>
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<tr>
<td><strong>Adventure challenge</strong></td>
<td>Students will:</td>
<td>How can you work as a group to achieve a common aim? connection</td>
<td>Students hold hands in a group. Each group has a balloon. The object is to work as a group to keep the balloon in the air.</td>
<td>Students can cooperate and communicate with one another in a positive manner in order to accomplish the task.</td>
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<td>• solve challenges with or without apparatus</td>
<td>In a small group, students try to let everybody use a different skill/movement. They put this together in a small sequence.</td>
<td>Warm-up and warm-down sessions should be part of every class. These exercises prepare muscles properly for physical activity and ultimately prevent injury.</td>
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<td><strong>Athletics</strong></td>
<td>Students will:</td>
<td>What are the basic rules when jumping in the long jump? Students have learned?</td>
<td>What can you do to jump higher? Students experiment with different movements in order to jump higher.</td>
<td>Students are able to identify and demonstrate a sequence of body movements which help them to jump higher.</td>
</tr>
<tr>
<td></td>
<td>• develop the basic techniques of jumping, throwing and running events</td>
<td>Students practise running and jumping off from a set point. They are introduced to the rules and regulations of the long jump.</td>
<td>Students are able to take off from a set point, without crossing the line. They understand why they have to try and land with their hands in front of them and get out of the sand pit at the end without turning round.</td>
<td>Athletics for this age group is in a modified form. Distances, techniques and equipment should be appropriate to the age and physical development of the students.</td>
</tr>
<tr>
<td></td>
<td>• learn and apply the basic rules of athletic events</td>
<td>Students run relay races. They are introduced to the basic rules of relay races and apply them when running.</td>
<td>Students can demonstrate a good handover of the baton.</td>
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</tbody>
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*PYP curriculum documents: physical education © IBO 2003*
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<td>Teachers should find ways to ensure EAL learners understand tasks and expectations.</td>
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<td>Athletics (cont.)</td>
<td>Students will:</td>
<td>Students are introduced to different ways of collecting and recording results by working on an athletic event in small groups.</td>
<td>Students can demonstrate basic skills in handling a stopwatch, measuring distances/height with a tape measure/metre stick and using the equipment in the appropriate way. They are able to record the data on paper in simple columns.</td>
<td>See also Mathematics scope and sequence.</td>
</tr>
<tr>
<td>• be introduced to collecting and recording results</td>
<td>How do we collect and record results? function</td>
<td>Students are introduced to different ways of collecting and recording results by working on an athletic event in small groups.</td>
<td>Students can set up and run an event (practice) at a basic level, according to the (safety) rules of that event, working in small groups, guided by a teacher.</td>
<td></td>
</tr>
<tr>
<td>• understand and apply the basic safety rules in athletic events.</td>
<td>How can we participate in the various athletic events safely?</td>
<td>Students collect information about safety rules in the different events. In small groups, the students explain the safety rules of an event and set up an event for the rest of the class, applying the safety rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement to music</td>
<td>Students will:</td>
<td>Students can clap, sway, etc to a rhythm.</td>
<td>Students can set up and run an event (practice) at a basic level, according to the (safety) rules of that event, working in small groups, guided by a teacher.</td>
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<td>This strand concerns learning to move the body in a variety of ways in response to different tasks and stimuli. It can be a response to music, sounds or situations. It also involves awareness of the position of the body in relation to oneself and to others. The body can be used to convey a feeling, mood, attitude or to express an emotion.</td>
<td>• combine locomotor and non-locomotor skills in order to improve rhythmic responses</td>
<td>Students step, run, skip, gallop and march around the space, changing direction and speed.</td>
<td>Students are able to change direction and speed without bumping into each other.</td>
<td>The unit of inquiry “Looking in the mirror” in the Sample programme of inquiry 2003 has many opportunities to include movement to music. Encourage students to use their whole body as well as individual parts of their body. Students and teacher can develop a rubric to assess the sequence and the group work elements of the activity. Include dances from a variety of different cultures.</td>
</tr>
<tr>
<td>• respond through movement to a range of stimuli</td>
<td>How can we combine the movements of most of your body parts to demonstrate a rhythmic movement?</td>
<td>Students show a physical response using different types of music or rhythms.</td>
<td>Students can clap, sway, etc to a rhythm.</td>
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</tr>
<tr>
<td>• express feelings and moods using imagination and original ideas</td>
<td>How can you show changes of mood in response to music? change</td>
<td>Students can tap, skip, etc to a rhythm.</td>
<td>Students can set up and run an event (practice) at a basic level, according to the (safety) rules of that event, working in small groups, guided by a teacher.</td>
<td></td>
</tr>
<tr>
<td>• create simple movement sequences</td>
<td>What patterns can you make on the floor while moving around the room?</td>
<td>Students move around the room making different patterns and sequences on the floor.</td>
<td>Students make different patterns or sequences on the floor.</td>
<td></td>
</tr>
<tr>
<td>Students are able to change direction and speed without bumping into each other.</td>
<td>Students can stop and maintain a balanced position.</td>
<td>Students can set up and run an event (practice) at a basic level, according to the (safety) rules of that event, working in small groups, guided by a teacher.</td>
<td>See also Mathematics scope and sequence.</td>
<td></td>
</tr>
<tr>
<td>• master a dance containing basic step patterns with a partner or in small groups</td>
<td>How can you dance with a partner or in a group to a set pattern of movements?</td>
<td>Students perform parts of a known dance.</td>
<td>Students can start, stop and execute the steps of dances with increasing precision. Students reflect upon how well their group worked together and how this affected the sequence.</td>
<td></td>
</tr>
<tr>
<td>• begin to master dances with more complex step patterns.</td>
<td>What helps you to remember the step patterns in a longer dance?</td>
<td>Students perform longer, more complex dances.</td>
<td>Students can remember and perform step patterns in longer dances.</td>
<td></td>
</tr>
</tbody>
</table>
### Games

This strand sequentially develops the students’ competence, confidence, success and enjoyment of the skills and techniques involved in a variety of lead-up games. Students are exposed to opportunities to deal with the concepts of cooperation, teamwork and competition.

- **Specific expectations**
  - Students will:
    - develop coordination, manipulation, balance and spatial awareness
    - participate in activities that develop spatial awareness and locomotor skills
    - handle different apparatus and small equipment using various body parts
    - participate in simple lead-up games
    - begin to develop their own games and related activities

- **Sample questions**
  - How can you move around the gym, holding hands with a partner, changing direction on the signal and not letting go?
  - What is the best way to avoid being caught or touched?
  - How can you make sure the balloon does not touch the floor?
  - What is a good way to hit the target? form
  - How do you score points in your game? function

- **Sample activities**
  - Pairs of students hold hands and move around the gym, without touching anybody else or letting go of each other’s hands. On the signal they change direction.
  - Students use different body parts, but not their hands, to keep the balloon off the floor (alone or in groups).
  - In small groups, students select a target and see how many times they are able to hit it.
  - Students devise a scoring system and play a game they have created.

- **Sample assessments**
  - Pairs can hold each other’s hand while changing direction and keeping their balance. They use the space available and avoid bumping into other pairs.
  - Students can work individually or in groups, using different body parts (but no hands) to keep the balloon from touching the floor.
  - Students demonstrate their ability to hit the target with consistency.
  - Students explain and/or demonstrate their scoring system.

- **Resources and comments**
  - Games serve as an effective lead-up to sports as they often require fewer specialized skills.
  - The games-making element can be as structured or as open-ended as is appropriate for the age of the students.

### Gymnastics

This strand exposes the students to a variety of gymnastic skills (on the floor, using small equipment and various apparatus). Students improve and expand their gymnastic skills: body control, balance and spatial awareness.

- **Specific expectations**
  - Students will:
    - combine simple movements to create short sequences
    - improve the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination

- **Sample questions**
  - All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).
  - What do you have to do to your muscles to enable you to hold a balance? reflection

- **Sample activities**
  - Students perform rolls, balances, jumps and various other movements.
  - Students make a short sequence that answers the task set, showing awareness for quality of movement.

- **Sample assessments**
  - Students can demonstrate these skills consistently over a period of time.
  - Students demonstrate their understanding of a variety of elements in their sequences such as change of speed, direction, level or body shape.

- **Resources and comments**
  - Students might work individually or with a partner, on the floor, or on a piece of apparatus.
  - Safety is an essential element of gymnastics and should be introduced and constantly reinforced.

A checklist of skills may be helpful to monitor progress. In this age range, appropriate skills will include:
- backward roll
- bridge
- forward roll
- half-turn jump
- handstand
- headstand
- pin jump
- shoulder stand
- star jump
- tack jump

The equipment available will dictate the programme followed.
## Gymnastics (cont.)

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<tr>
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<td>Students will:</td>
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<tr>
<td>• interpret and answer movement tasks in their own way, and at their own level, on the floor</td>
<td>How can you travel across the floor?</td>
<td>Students travel across the floor using different methods.</td>
<td>Students can perform movement tasks individually, in pairs or in small groups on the floor.</td>
<td></td>
</tr>
<tr>
<td>• interpret and answer movement tasks in their own way, and at their own level, using apparatus</td>
<td>How can you balance on one or two body parts on various apparatus?</td>
<td>Pairs of students experiment with different ways of combining their balances.</td>
<td>Students demonstrate balances together.</td>
<td></td>
</tr>
<tr>
<td>• combine locomotor and non-locomotor skills while using small equipment.</td>
<td>How many ways can you use gymnastic movements to move with, over, round or through your hoop?</td>
<td>Students experiment with gymnastic movements while manipulating hoops.</td>
<td>Students can use a number of different ways to manipulate their bodies through and around the equipment.</td>
<td></td>
</tr>
<tr>
<td>• combine locomotor and non-locomotor skills while using small equipment.</td>
<td>How can you combine ribbon shapes with gymnastic movement?</td>
<td>Students create a succession of movements and perform these using ribbons, ropes, hoops etc.</td>
<td>Students can create and perform a succession of movements.</td>
<td></td>
</tr>
</tbody>
</table>

## Health-related activities

This strand develops an awareness of the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE. Some teachers may cover health-related issues as part of their normal lessons; others may use specific lessons to promote understanding in a more explicit way.

### Students will:

- **identify and recognize the elements and the benefits of a healthy lifestyle**
  - What does it mean to have a healthy lifestyle? function
  - What are some of the things you can do to keep healthy? causation
  - How does exercise help your body to develop? causation
  - What harm can you do to your body when you don’t exercise in a safe manner? causation
  - Why do you need a certain amount of sleep every night? causation

- **be aware of the importance of physical activity in daily life**
  - Why is it important to keep active? change

- **recognize the physical changes that occur to their bodies when exercising**
  - What happens to your body when you exercise? change
  - Why does your body change when you exercise? causation
  - Why is it important to change your clothes after you have been exercising? causation

### Sample assessments

- Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways.

### Resources and comments

- Teachers should find ways to ensure EAL learners understand tasks and expectations.

### Sample activities

- All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).

### Sample questions

- Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold.

### Sample questions (Gymnastics)

- Why do you need a certain level, using apparatus?
- What harm can you do to your clothes after you have been exercising?
- What do we want students to learn?
- Why is it important to keep active?
- What does it mean to have a healthy lifestyle?
- What are some of the things you can do to keep healthy?
- How does exercise help your body to develop?
- What harm can you do to your body when you don’t exercise in a safe manner?
- Why do you need a certain amount of sleep every night?
- Why is it important to keep active?
- What do we want students to learn?
- What does it mean to have a healthy lifestyle?
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<tr>
<td>Health-related activities (cont.)</td>
<td>Students will: • demonstrate safety when exercising.</td>
<td>Why is it important to warm up and warm down before and after exercising? \textit{responsibility} How can you make sure you stay safe when you are exercising? Why is it important to wear the right clothing and footwear for your PE lessons and activities? Do you understand the task and the rules for this activity? \textit{reflection}</td>
<td>Discuss with the group when and why a warm-up activity is used.</td>
<td>Students can explain in simple terms why warm-up and warm-down sessions are important before and after exercising.</td>
</tr>
</tbody>
</table>

The specific expectations may be addressed in any order or combination.

Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold.

All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).

Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways.

Simple rules about appropriate behaviour during PE need to be established and maintained. Teach skills that will keep students safe: • responding straight away to signals from the teacher • maintaining appropriate noise levels • handling large and small equipment safely • watching out for others • maintaining good posture • wearing suitable clothing and footwear • lifting and climbing safely • jumping and landing appropriately • warming up and warming down before and after activities.
**Overall expectations**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 13 Making the PYP happen): body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.

*See glossary for explanation of italicized terms.

### Content

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### Body control and spatial awareness

At this age, body control and spatial awareness activities will be incorporated into other PE content areas.

#### Adventure challenge

This strand challenges the students to collaboratively solve problems involving physical and critical thinking skills.

- Students will:
  - solve challenging problems, individually, in pairs or in groups

  How are you going to transfer your team from one side of the room to the other in the least number of journeys?

  Students, in groups of eight, have two mats and must use these to get the group to the other side of the gym. They must be on the mat when moving and are only allowed a maximum of four people on the mats at one time.

  Students explore forest or hill walks with appropriate tasks undertaken along the way, for example using a compass or noting landmarks.

  Students can complete the tasks set for them as they explore the walk.

  Students work together to get the right answer using the map and the coordinates correctly.

  See also Mathematics scope and sequence.

#### Athletics

This strand exposes students to the three aspects of athletics (jumping, throwing and running events). These events may take place on a running track, or an athletic field. It develops the different techniques for the individual events while striving to improve student performance.

- Students will:
  - practise specific techniques for jumping, throwing and running events

  What differences are there between running for speed and running for distance? connection

  Students experiment with running long and short distances, changing their speed and the actions of their arms and legs.

  Students experiment with the transition from running to jumping (either far or high) and the different techniques this requires.

  Students use the correct technique and speed for the different distances. The teacher observes these activities and records the performances.

  Students use the correct techniques and speed for the different distances. The teacher observes these activities and records the performances.

  Students use the correct techniques, and equipment should be appropriate to the age and physical development of the students.

- learn and apply the rules of various events

  What rules do we use in the various athletic events? form

  Groups of students can organize other small groups to run an athletic event, applying the rules correctly.
### Athletics (cont.)

Students will:
- learn how to collect and record results
- understand and apply the safety rules in these events
- evaluate their athletic performance and understand how they can improve their performance.

### Movement to music

This strand concerns learning to move the body in a variety of ways in response to different tasks and stimuli. It can be a response to music, sounds or situations. It also involves awareness of the position of the body in relation to oneself and to others. The body can be used to convey a feeling, mood, attitude or to express an emotion.

Students will:
- demonstrate controlled combinations of movement, changing speed and direction
- combine locomotor and non-locomotor skills in order to refine rhythmic responses
- respond through movement to a range of stimuli
- express feelings and moods using imagination and original ideas
- create more complex movement sequences
- be exposed to a range of dances containing more complex step patterns
- master dances containing complex step patterns with partners and in small groups
- begin to recognize techniques and forms of dance

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### Sample programme of inquiry 2003

The unit of inquiry “Heroes” in the Sample programme of inquiry 2003 has many opportunities to include sporting heroes such as athletes and sports players.
### Movement to music (cont.)

**Students will:**
- be aware of the different purposes and types of dance
- appreciate the dances of different countries and cultures.

**Sample questions**
- Why do people dance? (causation)

**Sample activities**
- Students analyse a video or performance of modern, creative or classical dances that demonstrate different reasons for dancing.
- Students can suggest two or three different reasons why people dance.
- Students are able to recognize a variety of dance forms and functions.

**Resources and comments**
- Encourage students to recognize that while dances from different countries and cultures may look different, all cultures dance for specific reasons: celebration, grief, festivals etc.
- Try to incorporate the national dances of the various countries represented in your school.

### Games

This strand sequentially develops the students' competence, confidence, success and enjoyment of the advanced skills and concepts associated with games and sports.

**Students will:**
- develop coordination, manipulation, balance and spatial awareness
- participate in activities that refine locomotor skills
- become competent in handling different apparatus and small equipment
- participate in lead-up games
- participate in scaled-down or adapted versions of the recognized sports, for example invasion games, fielding and striking games, net games and target games

**Sample questions**
- Why is it necessary to create space in games?
- How can you make sure you do not lose your partner?
- What do you need to do to get the ball to your teammate on the bench or line?

**Sample activities**
- Small teams of approximately four students play a passing game. There will be four target areas that may be hit with a ball to score points for the team. Teams have to find a way to move the ball to score at one of the target areas. Teams cannot score at the same target area consecutively and cannot run with the ball.
- Students try to lose their partner by moving around the gym, in any direction without touching anyone else. The other student tries to stay with his/her partner.
- Discuss the relationship between attacker and defender in simple games. Working in pairs, students should try to mirror each other’s movements, one moving backward and the other moving forward across a playing area. Swap roles to discuss which is harder and the relationship between attack and defence.
- Students are split into two teams. The object of the game is to get the ball to a teammate on the bench or line. The students may move anywhere within the designated playing area. Playing rules can be adapted to suit the skill being emphasized.

**Sample assessments**
- Students discuss and reflect on how the game progressed and what changes were made in order to move the game along.
- Students adjust and adapt their movements, trying to lose or keep up with their partner.
- Students can mirror the movements of their partner and begin to anticipate movements. They can discuss whether they think attack or defence is the more difficult role.
- Students cooperate as a team and achieve the set goal. The team gets the ball to the person on the bench or line. Students move towards the ball and stay alert in order to prevent the opposition scoring.

**Resources and comments**
- By taking part in games, students are able to improve their skills and gain confidence in their abilities.
- Students should be encouraged to transfer skills and concepts across a range of invasion games.
- Students should be encouraged to transfer skills and concepts across a range of fielding and striking games.
- The games-making element can be as structured or as open-ended as is appropriate for the age and physical development of the students.
- Ropes and cones may be used to create boundaries. Balls of various sizes, beanbags, shuttlecocks and rackets may be used as playing equipment.
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<th>Games (cont.)</th>
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<th>Sample activities</th>
<th>Sample assessments</th>
<th>Resources and comments</th>
</tr>
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<tr>
<td>Students will:</td>
<td>- develop their own innovative games and related activities.</td>
<td>- Why do you need to stay goal-side of the attacker?</td>
<td>- Students play a small-sided soccer (hockey) game.</td>
<td>- Students can explain the advantage of remaining on the goal side of the attacker.</td>
<td>- Teachers should find ways to ensure EAL, learners understand tasks and expectations.</td>
</tr>
<tr>
<td></td>
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<td>- What different ways can you get an opponent “out”? reflection</td>
<td>- Students play a small-sided fielding and striking game, such as softball.</td>
<td>- Students can demonstrate or explain different methods of eliminating players from the game.</td>
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<tr>
<td></td>
<td></td>
<td>- Why is it necessary to return to your position after each action?</td>
<td>- Students play a small-sided net game, such as volleyball.</td>
<td>- Students explain the reason for returning to their position during the game.</td>
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<td></td>
<td>- What helps you to improve the accuracy of your aim?</td>
<td>- Students play an individual target game, such as archery.</td>
<td>- Students can explain some of the necessary body positions required to improve accuracy in aiming at a target.</td>
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</table>

**Gymnastics**

This strand exposes the students to a variety of gymnastic skills (on the floor, using small equipment and various apparatus). Students refine and expand their gymnastic skills: body control, balance and spatial awareness.

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<thead>
<tr>
<th>Students will:</th>
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<th>Sample questions</th>
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<tbody>
<tr>
<td></td>
<td>- combine movements to create sequences</td>
<td>- Can you create a movement sequence to include two methods of travelling and two balances?</td>
<td>- Students create sequences combining balancing and travelling.</td>
<td>- Students can demonstrate a balance position using all members of the group and hold the position (eg pyramid) for five seconds.</td>
<td>- Safety is an essential element of gymnastics and should be introduced and constantly reinforced.</td>
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<td>- How can you combine gymnastic movements to perform a sequence?</td>
<td>- Students will perform rolls, etc with or without various apparatus.</td>
<td>- Students can demonstrate these skills consistently over a period of time.</td>
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<td></td>
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<td>- Students complete routines that may include a variety of movements, for example jumps and rolls.</td>
<td>- Students can demonstrate a more complex sequence.</td>
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<td></td>
<td></td>
<td>- Students can create sequences with a partner (or small group) that include: leading/following</td>
<td>- Students can demonstrate a more complex sequence that includes movements to demonstrate tucking, twisting and stretching.</td>
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<td></td>
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<td>- matching/mirroring</td>
<td>- Students develop their sequences in groups. They include more complex balances, on a beam or bench or other surface available.</td>
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<td></td>
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<td>- twisting/turning</td>
<td>- Students can balance with a partner or in a group, on a beam or bench.</td>
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<td></td>
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<td>- speed changes</td>
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<td></td>
<td>- flight (on and off apparatus).</td>
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</table>

- Students work in pairs to create a more complex sequence. These might be demonstrated individually, with a partner or in small groups on the floor, or on a piece of apparatus.

- The equipment available will dictate the programme followed.

In gymnastics, equipment that may be used includes: hoops, benches, balls, boxes, ribbons, spring boards, balloons, mats, ropes, wall bars, bucks, beams and rings.
### Gymnastics (cont.)

**Specific expectations**

- Students will:
  - interpret and answer movement tasks in their own way, and at their own level, on the floor
  - interpret and answer movement tasks in their own way, and at their own level, using apparatus
  - combine locomotor and non-locomotor skills while manipulating small equipment.

**Sample questions**

- Can you demonstrate a movement sequence that shows symmetry and asymmetry with your partner or group?
- How can you move symmetrically and asymmetrically?
- How can you work in a group to answer the task?
- How can you ensure everybody has a chance to use his or her ideas and skills? responsibility
- How can you create a pattern of movements using your ribbon, hoop or ball?

**Sample activities**

- Students work with partners or small groups to create movements that are symmetrical and asymmetrical.
- Students work in groups to answer tasks that include balances, counterbalances and pyramids.
- Working in pairs and small groups, students catch, throw and roll small equipment while moving in different directions and at different speeds.
- Students can demonstrate gymnastic movements while manipulating small equipment.

**Health-related activities**

This strand develops an awareness of the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE. Some teachers may cover health-related issues as part of their normal lessons; others may use specific lessons to promote understanding in a more explicit way.

**Specific expectations**

- Students will:
  - identify and recognize the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)
  - identify and recognize the benefits of a healthy lifestyle
  - be aware of the importance of physical activity in daily life

**Sample questions**

- What are the elements of a healthy lifestyle?
- What aspects of your lifestyle could you change to make it healthier? change
- Why is it important to have a balance between work, rest and play? reflection
- How can you make sure you get enough exercise each week?
- What kind of exercise could you do to help you improve your cardiovascular system? reflection
- Students design a health test that includes research into a healthy range of weights, body mass index, resting and exercising pulse rates, di
t and sleep requirements.
- Data collected from the students’ research could be used to create a spreadsheet or database.

**Sample activities**

- Students take part in a group discussion about the elements that make up a well-balanced and healthy lifestyle. They discuss the benefits of:
  - exercise
  - good posture
  - safety while exercising
  - enough sleep
  - healthy diet
  - good balance of work, rest and play
  - daily personal hygiene.
- Students work in groups to design a health test that all students could take before they leave school. (It could be the equivalent of a test of roadworthiness for cars.)
- Students keep an exercise and activity log over a period of time to recognize the areas that may need to be increased.
- Students record the physical activities in which they participate (individual and group activities, in and out of school time). They can identify the days they are physically active and justify whether or not they are active enough to constitute a healthy level.

**Sample assessments**

- Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways.
- Students can create movement sequences that include examples of symmetry and asymmetry.
- Students can use traditional movements to create group balances.
- Students can demonstrate gymnastic movements while manipulating small equipment.
- Students design a health test that includes research into a healthy range of weights, body mass index, resting and exercising pulse rates, diets and sleep requirements.
- Data collected from the students’ research could be used to create a spreadsheet or database.

**Notes for teachers**

Teachers should find ways to ensure EAL learners understand tasks and expectations.
### Content

<table>
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<td>Health-related activities (cont.)</td>
<td>The specific expectations may be addressed in any order or combination.</td>
<td>Questions that address the key concepts (Fig 5 Making the PYP happen) challenge learners and promote genuine understanding. Sample questions can be linked to a key concept. Some examples are noted below in bold.</td>
<td>All activities encompass some, or many, of the specific expectations and transdisciplinary skills (Fig 14 Making the PYP happen).</td>
<td>Teachers should find ways to ensure EAL learners understand tasks and expectations.</td>
</tr>
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#### Health-related activities (cont.)

**Students will:**
- recognize the physical changes that occur to their bodies when exercising

**Sample questions:**
- How does exercise affect your body systems? causation
- What are some of the body changes that occur at your age? change, causation
- How will your body change in the next few years?
- What can you do now that you couldn’t do a few years ago?
- Are there any things that you can’t do now that you could do before?
- What new things do you think you will be able to do as you grow and change?
- Why is it important to shower or have a bath after exercising?

**Sample activities:**
- Students participate in physical fitness activities that aim to increase their overall physical fitness level.
- The teacher uses simple methods to measure and observe students’ physical fitness activities.

**Sample assessments:**
- Assessments should be directly related to the specific expectations. Students should be given the opportunity to demonstrate their understanding in a variety of ways.

#### Sample assessments (cont.)

**Sample questions:**
- What safety aspects should you consider when attempting a new activity? reflection
- What are the best ways of lifting and carrying equipment when working with apparatus?
- How can you be sure the equipment is safe before you use it?

**Sample activities:**
- Students move and set up a variety of apparatus.
- Students move and set up apparatus correctly.

**Sample assessments:**
- Simple rules about appropriate behaviour during PE need to be established and maintained.
- Teach skills that will keep students safe:
  - responding straight away to signals from the teacher
  - maintaining appropriate noise levels
  - handling large and small equipment safely
  - watching out for others
  - maintaining good posture
  - wearing suitable clothing and footwear
  - lifting and climbing safely
  - jumping and landing appropriately
  - warming up and warming down before and after activities.

**Resources and comments:**
- Show students how to measure their pulse before, during and after physical activity.
- See also Science and technology scope and sequence and Personal and social education scope and sequence.
- Students can contribute observations that are of a sensitive, personal nature by posting them anonymously in a suggestion box.