

Year 3 (7-8 years)

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Individual Pursuits	Movement composition	Games	Adventure challenges	Health Related Fitness
The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or field, swimming); recognizing a high level of achievement and how to improve a performance	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork	A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.	Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
<ol style="list-style-type: none"> Exploring different ways of throwing, namely underarm throw, overhead throw, and throwing at a target using a variety of equipment. Exploring different ways of running: sprinting, relay running. Exploring different ways of jumping: Jumping for distance using the spring board, standing broad jump and modified long jump. Endurance running: Alternating jogging and running fast for 8 minutes. Children will go deeper in the understanding of the 4 swimming strokes namely, crawl, backstroke, and breaststroke and dolphin action. They will also improve their diving and equilibrium in the water. 	<ol style="list-style-type: none"> Space awareness Learn to practise safe skills. Creative travelling on hands and feet (on floor/ apparatus). Different ways of performing a flight and balanced landing. Show body parts awareness. Understand body shapes. Link movements in a logical sequence. Cooperate with a partner to create their own sequence. 	<ol style="list-style-type: none"> Children will explore games where they have to invade to score a goal or a point. Students will also develop their space awareness, understand and implement simple rules, attack and defend, understand the roles of a defender, midfielder and striker. Improve their spatial awareness skills. Improve their throwing and catching skills, passing and shooting skills. 	<ol style="list-style-type: none"> Undertake simple orientation activities: map reading and drawing; treasure hunt. Children will explore the potential for physical activities within their immediate environment. (For example: climbing using ropes, mountain climbing). Problem-solving activities: blind folded game. Capture the flag and move an object from one place to another in small groups. 	<ol style="list-style-type: none"> To understand the importance of regular physical activity for physical, social and emotional health. To become aware of how their body reacts in different situations (Running, standing or during a prolonged activity). The ability to know how to take their pulse rate and to understand why it increases. To be able to run 5 minutes non-stop.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
Active Living (Phase 3) <ul style="list-style-type: none"> Attention to technique and regular practice can improve the effectiveness of our movements. 	Active Living (Phase 3) <ul style="list-style-type: none"> A dynamic cycle of plan, perform and reflect can influence a creative movement composition. 	Interactions (Phase 3) <ul style="list-style-type: none"> A plan of action is a necessary strategy for a group to achieve a goal. An effective group 	Identity (Phase 3) <ul style="list-style-type: none"> Embracing and developing optimism helps us to have confidence in ourselves and our future. 	Active Living (Phase 3) <ul style="list-style-type: none"> Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain

		capitalizes on the strengths of its individual members.	<ul style="list-style-type: none"> Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Recognize personal qualities, strengths and limitations. 	physical fitness by applying basic training principles.
Learner Outcomes 1. Develop plans to improve performance through technique refinement and practice.	Learner Outcomes 1. Demonstrate greater body control when performing movements. 2. Self-assess performance and respond to feedback on performance from others. 3. Plan, perform and reflect on movement sequences in order to improve.	Learner Outcomes 1. Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes. 2. Identify individual strengths that can contribute to shared goals.	Learner Outcomes 1. Recognize personal qualities, strengths and limitations. 2. Reflect on how they cope with change in order to approach and manage situations of adversity. 3. Use understanding of their own emotions to interact positively with others. 4. Motivate themselves intrinsically and behave with belief in themselves. 5. Explain how self-talk can influence their behaviour and their approach to learning.	Learner Outcomes 1. Identify ways to live a healthier lifestyle. 2. Understand how daily practices influence short and long term health. 3. Understand that there are substances that can cause harm to health.
Attitudes 1. Commitment in their effort to improve their skills and performance. 2. Independence in children making their own judgements and reflection about their ability to learn new skills and improving them.	Attitudes 1. Cooperation with partners to create and perform their sequence. 2. Creativity which will be promoted as children will have to design a unique movement composition.	Attitudes 1. Empathy in order to understand other people's feelings and emotions. 2. Respect the decisions taken within the group; rules and regulations of the games.	Attitudes 1. Confidence in trying new and challenging tasks. 2. Curiosity in finding out what they can do when facing new game situations.	Attitudes 1. Enthusiasm of the children to practise physical activities on a regular basis to promote a healthy lifestyle.
Athletics 1. Running for speed drills, acceleration phase with the cat and mouse game. Children will learn how to pass the relay baton. Relay running in a straight line and around a track. 2. Children will learn to throw sideways using the hoop, throw for distance using the vortex, they will	Gymnastics 1. Put thumbs under bars of climbing frames for a safe and strong grip. 2. Create a variety of shapes on the floor, alone/ with a partner or in group. 3. Create sequences of movements in a small group. 4. Always maintain good posture while performing any action.	Invasion Games Football, Foot-handball and handball game. 1. Children will improve their throwing and catching skills in addition to eye and hand coordination. 2. Improve control, travelling, passing and shooting using the feet. 3. Children will explore the concept	Challenging games. 1. Children will learn to draw a simple map. 2. Orientation skills. 3. Cardinal points. 4. Simple treasure hunt games in small groups. 5. Children will devise strategies to carry objects from one place to another according to specific rules.	Health related activities 1. Children will learn to take their pulse rate; understand the changes happening to their body while doing a physical activity. 2. Take decision to play more physical games at home and at school in order to spend less time doing sedentary activities. Ex: Card game; cat, mouse and dogs;

<p>use bean bags to throw at target and medicine ball to improve their strength.</p> <p>3. Children will jump over an obstacle using the spring board; they will learn simple triple jumps using hoops, standing broad jumps (2 feet to 2 feet).</p> <p>4. Use a performance plan sheet to record and monitor their performance.</p> <p>5. Endurance running; children will improve their stamina through the following games: the card game; rock, paper and scissors game; obstacle course, pair or group work along a journey to improve pace and stamina.</p> <p>This strand will lead on to the Fun run of 800m.</p> <p>-----</p> <p style="text-align: center;">Swimming</p> <p>5. Dive in a hoop without touching it, kick board drills to improve travelling on prone or supine position, equilibrium games using the spaghettis, creating shapes on the belly or the back with or without equipment, submerge and collect objects in deep or shallow water, 4 swimming strokes: crawl, backstroke, breaststroke and butterfly or dolphin action.</p>	<p>5. Create their own pattern; improve their performance according to feedback.</p>	<p>of invasion game within specific game situation.</p> <p>4. Rondo game to improve either throwing and catching skills or kicking skills.</p> <p>5. Improve their understanding of the different rules governing the different games.</p> <p>6. Children should be able to organize an invasion game and pay respect to the space being used, the equipment, the teams and the rules of the game.</p>	<p>6. Mountain climbing and park trail activities.</p>	<p>hooking game.</p> <p>3. Fill and monitor a physical activities diary.</p> <p>4. Help the children understand the importance of hydration; nutrition and rest are all important in a healthy lifestyle.</p>
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Overview of where PE integrates with the Units of Inquiry

Who we are	Where we are in time	How we express	How the world works	How we organize	Sharing the planet
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<p>Health Related Activities (Function)</p> <p>1. Children will learn to take their pulse rate; understand the changes happening to their body while doing a physical activity.</p> <p>2. Take decision to play more physical games at home and at school in order to spend less time doing sedentary activities;</p> <p>3. Fill and monitor a physical activities diary.</p> <p>4. Help the children understand the importance of hydration; nutrition and rest are all important in a healthy lifestyle.</p>		<p>Gymnastics (Connection)</p> <p>1. Children will be able to express their emotion and feelings through a movement composition. They will do their presentation in small groups and will have to create a pattern of movements which should be linked smoothly and aesthetically to create a sequence.</p>			