

Grade: Kindergarten

Knowledge

- identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- identify physical activities they enjoy doing
- identify the importance of food as fuel for physical activity

Movement Skills

- perform movements in personal space while maintaining control
- use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)
- demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

Participation

- participate daily (e.g., five times a week) in moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

Grade: 1

Knowledge

- describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- identify choices they can make to be more physically active
- describe the importance of choosing healthy food as fuel for physical activity
- identify physical activities they feel they do well

Movement Skills

- move through general space while maintaining control (e.g., walking in a circle in the same direction)
- change level of body position while maintaining control (e.g., high, medium, low)
- demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - skip
 - gallop or slide
 - two-foot stop
- demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

Participation

- participate daily (e.g., five times a week) in moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- describe why safety guidelines for physical activity are important
- respond appropriately to instructions and safety guidelines when participating in physical activity
- work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

Grade: 2

Knowledge

- describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)
- describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- describe the importance of food, water, and sleep as fuel for physical activity
- identify physical abilities they would like to develop

Movement Skills

- move through general space, incorporating directional changes
- demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
 - rock and sway
 - swing
 - step turn
- demonstrate proper ready position for locomotor movement skills
- demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - one-handed throw underhand
 - two-handed catch without trapping against body

Participation

- participate daily (e.g., five times a week) in moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)
- follow established procedures and directions when participating in physical activity
- demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

Grade: 3

Knowledge

- describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- describe healthy nutritional choices for physical activity
- identify choices people can make to be more active
- identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

Movement Skills

- demonstrate an ability to balance in a variety of activities
- demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - running jump
 - leap
- demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands
- perform selected non-locomotor and locomotor movement skills in sequence

Participation

- participate daily (e.g., five times a week) in moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- demonstrate safe behaviours while participating in a variety of physical activities
- demonstrate respect and encouragement for others during a variety of types of physical activity
- demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

Grade: 4

Knowledge

- describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- identify the major muscles of the body that are involved in physical activity
- demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- identify opportunities for physical activity in a variety of settings

Movement Skills

- adjust speed, force, level, pathway, and direction in relation to people or moving objects
- demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
 - one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet
- select non-locomotor, locomotor, and manipulative movements to create sequences

Participation

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- demonstrate an ability to participate safely in specific physical activities
- describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
- demonstrate leadership in selected physical activities

Grade: 5

Knowledge

- describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- analyse the relationship between nutrition and physical activity
- set a personal goal for physical activity

Movement Skills

- demonstrate preparation (ready position), movement, and follow-through phases of a selected activity
- demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings
- demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels
- create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

Participation

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Safety, Fair Play, and Leadership

- demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)
- demonstrate fair play in physical activity
- demonstrate leadership in physical activity

Grade: 6

Knowledge

- relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
- analyse nutritional considerations for physical activity
- monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
- set personal goals for attaining and maintaining a physically active lifestyle

Movement Skills

- practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
- demonstrate offensive and defensive strategies in a variety of activity categories
- demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
- apply a combination of learned skills to create original sequences, drills, challenges, or games

Participation

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Safety, Fair Play, and Leadership

- demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)
- model fair play when participating in physical activity
- demonstrate leadership in respecting individual differences and abilities during physical activity

Grade: 7

Knowledge

- relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- analyse the relationship between personal nutrition choices and participation in physical activity
- assess their heart rate during physical activity in relation to target heart rate zones
- design a plan for achieving physical activity goals

Movement Skills

- apply learned movement skills in new and unfamiliar physical activities
- demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
- perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

Participation

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

Safety, Fair Play, and Leadership

- apply safe procedures for specific physical activities
- model fair play in all aspects of physical activity
- model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)