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| **Physical and Health Ed K -** **Planning KDU** |
| **CORE COMPETENCIES** **COMMUNICATION**  | **CORE COMPETENCIES** **THINKING (CRITICAL/CREATIVE)** | **CORE COMPETENCIES****(PERSONAL/SOCIAL)** |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| **Physical Literacy** * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
* Describe the body’s reaction *(How different is your breathing when you are running in a game and when you are sitting?)*  to participating in physical activity in a variety of environments
* Develop and demonstrate safety, fair play, and leadership in physical activities

**Healthy and active living** * Participate daily in physical activity at moderate to vigorous intensity levels
* Identify opportunities *(What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?)* to be physically active at school, at home, and in the community
* Identify and explore a variety of foods and describe how they contribute to health *(Why is it important to eat from a variety of food groups and stay hydrated throughout each day?)*
* Identify opportunities to make choices *(What types of choices can you make for your health and well-being?)* that contribute to health and well-being
* Identify sources of health information

**Social and community health*** Identify and describe a variety of unsafe and/or uncomfortable *(What are some factors that might make a situation unsafe and/or uncomfortable?)* situations
* Develop and demonstrate respectful behaviour when participating in activities with others
* Identify caring behaviours *(How do caring behaviours make people feel?)* among classmates and within families

**Mental well-being*** Identify and describe practices *(What are some practices that help you feel good about yourself?)* that promote mental well-being
* Identify and describe feelings and worries
* Identify personal skills, interests, and preferences
 | Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. | *Questions to support inquiry with students:* * How different is your breathing when you are running in a game and when you are sitting?
 | * proper technique for fundamental movement skills, including non-locomotor *(skills performed “on the spot” without travelling across the floor or surface - balancing; bending; twisting; lifting)*, locomotor *(movement skills that incorporate travelling across the floor or surface; could include: rolling; jumping; hopping; running; galloping)*, and manipulative *(movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include: bouncing; throwing; catching; kicking; striking)* skills
* how to participate in different types of physical activities, including individual and dual activities *(movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include: bouncing; throwing; catching; kicking; striking)*, rhythmic activities *(activities designed to move our bodies in rhythm; could include: dance; gymnastics)*, and games *(types of play activities that usually involve rules, challenges, and social interaction; could include: tag; parachute activities; co-operative challenges; Simon Says; team games; traditional Aboriginal games)*
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.Knowing about our bodies and making healthy choices helps us look after ourselves.Good health comprises physical, mental, and emotional well-being. | *Questions to support inquiry with students:* * What types of choices can you make for your health and well-being?
* What are some factors that might make a situation unsafe and/or uncomfortable?
* What are some practices that help you feel good about yourself?
 | * relationships between food, hydration, and health *(food gives us energy and helps us grow; different types of foods provide different health benefits; water is the best choice for staying hydrated)*
* practices *(getting adequate sleep; participating in physical activity; making healthy eating choices; participating in relaxing activities; illness prevention through washing hands and proper hygiene)*  that promote health and well-being
* names for parts of the body *(male and female private parts; arms; legs; heart; muscles)*, including male and female private parts
* appropriate *(could include touches that feel welcome and safe (e.g., medical checkups, high-fives))* and inappropriate *(could include touches that hurt or make us feel uncomfortable (e.g., touching of private parts))* ways of being touched
* different types of substances *(poisons; medications; psychoactive substances)*
* hazards and potentially unsafe situations *(cars on the road; strangers)*
* caring behaviours *(could include: nurturing; providing guidance; loving; respecting)* in groups and families
* emotions and their causes and effects
* reliable sources *(medical professionals; safety/medical signs; parents)* of health information
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
|  | *Questions to support inquiry with students:*  |  |
| **Evidence of Experience (Show)** |