

Subject Overview

MYP Physical and Health Education  
Grade 6

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 - Health and Wellbeing  6 weeks	Change	Adaptation, Function Balance	Scientific and technical innovation  <i>Exploration to Develop: Ingenuity and progress</i>	Innovation in sports science can increase our body changes, adaptations and functions in many ways.  Fitness Tests	Communication: Communication skills: <ul style="list-style-type: none"> <li>Use and interpret a range of discipline specific terms and symbols</li> </ul> Self-management: Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> <u>Learner Profile</u> Knowledgeable Thinkers	To understand and explain some of the short-term effects of exercise and the physiological changes.  Practice and refine a range of different exercises using a combination of different methods of training including circuit, fartlek and interval training.  Be able to identify the components of health and skill related fitness and complete exercises to develop these components. Identify the major muscle groups in the body using the correct terminology.  Be able to explain the difference between aerobic and anaerobic exercise.  Practice and understand the fitness tests performed with the correct posture.  Log into a fitness portfolio.	A test to assess knowledge and understanding of different muscle groups in the body.  A: Knowledge and understanding C: Applying and performing
Unit 2 - Team Games  6 weeks	Communication	Collaboration, Systems	Identities and relationships  <i>Exploration to Develop: Competition and cooperation, Physical, psychological and social development, Teams</i>	Communication and collaboration are essential in developing social relationships and systems of play.	Social: Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> <li>Manage and resolve conflicts and work collaboratively in teams</li> </ul> Self-management: Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul> <u>Learner Profile</u> Communicators Risk Takers	Be able to understand the concept of an invasion game and make effective evaluations of strengths and weaknesses of performance. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach. Develop a deeper understanding of stretches for all major muscle group and those specific to team games. Practice and refine a range of passing, dribbling and shooting skills.  Sports to focus:  Basketball Football 11aside and 7aside Dodgeball	Small sided games assessing how students apply a range of skills during a competitive situation  C: Applying and performing D: Reflecting and improving performance

<p>Unit 3 - Gymnastics</p> <p>6 weeks</p>	<p>Relationships</p>	<p>Choice, Movement</p>	<p>Personal and cultural expression</p> <p><i>Exploration to Develop:</i> Creation, Practice and competency</p>	<p>Choice of movement, relationships energy and cultural expression contribute to the aesthetic quality of a performance.</p>	<p>Self-Management – Affective skills:</p> <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> <p>Thinking – Creative thinking skills:</p> <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p><u>Learner Profile</u> Open Minded Reflective</p>	<p>To explore the 4 themes of gymnastics including travel, flight, rolls and balances. Practice and refine a range of core gymnastic skills demonstrating tension, extension and originality. Evaluate your own and others performance using gymnastics terminology to assess the quality of a performance. Plan and perform a gymnastics routine.</p>	<p>Final assessment which will assess the planning of your routine and the quality of your gymnastics sequence based on the rubric.</p> <p>B: Planning for performance C: Applying and performing</p>
<p>Unit 4 - Striking and Fielding</p> <p>6 weeks</p>	<p>Communication</p>	<p>Refinement, Function</p>	<p>Globalization and sustainability</p> <p><i>Exploration to Develop:</i> Markets, Strategy and infrastructure</p>	<p>Globalization influences how communities communicate, function, develop identity, refine and connect.</p>	<p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups.</li> <li>Manage and resolve conflicts and work collaboratively in teams</li> </ul> <p>Self-management – Reflective skills:</p> <ul style="list-style-type: none"> <li>Consider personal learning strategies – – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?</li> </ul> <p><u>Learner Profile</u> Communicators Reflective</p>	<p>Students will practice and refine a range of throwing, catching and fielding skills within cricket and rounders. They will learn about the rules and strategies within striking and fielding games and compare these rules across different striking and fielding sports. Students will play small, sided games to try and apply these skills within familiar and unfamiliar situations.</p> <p>Sports to focus on: Cricket</p>	<p>Rounders/cricket match assessing how students apply throwing, catching, and fielding skills during a competitive game.</p> <p>C: Applying and performing D: Reflecting and improving performance</p>

<p>Unit 5 - Racket Sports</p> <p>6 weeks</p>	<p>Development</p>	<p>Space, Refinement</p>	<p>Orientation in space and time</p> <p><i>Exploration to Develop:</i> Peoples, Exchange and interaction, Constraints and adaptation</p>	<p>Orientation of space is key to the refinement of skills enabling logical strategies and developmental processes.</p>	<p>Self-management – Affective skills:</p> <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> <p>Thinking – Transfer Skills:</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations</li> </ul> <p><u>Learner Profile</u> Open Minded Risk Takers</p>	<p>Students will practice and refine a range of racket skills in tennis and badminton. They will learn the fundamental skills needed to play cooperative and competitive rallies. They will demonstrate strategies and movement concepts to outwit their opponents. They will take on the role of performer, coach and official demonstrating collaboration and self-management. During the role of coach and official they will explore affective ways to express themselves and communicate their decisions and ideas effectively.</p> <p>Sports to focus on:</p> <p>Badminton Tennis</p>	<p>Assessment of core skills being applied during a tennis or badminton match, student's ability to demonstrate their knowledge of the rules and communicate effectively during a match</p> <p>A: Knowing and understanding C: Applying and performing</p>
<p>Unit 6 - Volleyball</p> <p>6 weeks</p>	<p>Change</p>	<p>Systems and Adaptations</p>	<p>Fairness and development</p> <p><i>Exploration to Develop:</i> Difference and inclusion Peace and conflict management Security and freedom</p>	<p>Systems can be adapted, changed and developed to ensure they are fair and inclusive.</p>	<p>Communication – Communication skills:</p> <ul style="list-style-type: none"> <li>Use and interpret a range of discipline specific terms and symbols</li> </ul> <p>Self-management – Affective skills:</p> <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> <p><u>Learner Profile</u> Inquirers Principled</p>	<p>Students will practice and refine a range of volleyball skills including the volley, dig, smash, set and serve. They will learn the rules of volleyball and the different positions within a volleyball team. They will play cooperative and competitive rallies attempting to apply the skills during modified competitive games. Students will also analyze each other's performances identifying the correct technique and giving constructive feedback to their peers.</p>	<p>Assessment of student's ability to perform the serve, dig, volley and smash in volleyball. Students will also do a short oral assessment on their knowledge of the different positions on volleyball.</p> <p>A: Knowing and understanding C: Applying and performing</p>

MYP Physical and Health Education

Grade 7

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 - Health and wellbeing  6 weeks	Development	Balance, Choice	Fairness and Development  <i>Exploration to Develop:</i> Human capability and development	Human capabilities and development are achieved through balanced choices	Thinking – Creative thinking skills: <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes.</li> </ul> Research – Information Literacy skills <ul style="list-style-type: none"> <li>Presents information in a variety of formats and platforms.</li> </ul> Learner Profile Inquirers Knowledgeable	Introduction to the HRF Unit and assessment Students will explore the components of fitness. Introduction to the muscles of the human body Completing a range of exercises during different fitness circuits Exploring the relationships between different exercises and the muscle groups they work Heart rate and training zones Experience different methods of training and compare the benefits of each one. Plan your own training session which will improve different components of fitness to increase performance levels in your sport.	Plan a circuit training session and deliver it to your peers.  A: Knowing and understanding B: Planning for performance
Unit 2 - Team Games  6 weeks	Change	Adaptation, Systems.	Identities and relationships  <i>Exploration to develop:</i> Competition and cooperation, Personal efficacy and agency	Relationships and roles are key to maintaining high performing teams whilst adapting to change	Self-management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> Self-management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies                              – What can I do to become a more efficient and effective learner (or athlete)?                              – How can I become more flexible in my choice of learning strategies?</li> </ul> Learner Profile Communicators Principled	Students will learn about a range of passing skills and how to apply them in competitive situations. They will practice and refine controlling and turning with the ball. They will use different attacking and defensive formations and discuss this with their peers. Students will develop understanding of how to shoot in basketball and football and analyse the technique to improve their performance. They will practice and refine the set shot, lay up in basketball and using different parts of the foot to shoot in football. Explore different patterns and phases of play and how movement concepts affect the quality of phases of play. Learn about different court violations and types of marking in Basketball. Learn about different positions and formations in football and demonstrate knowledge of the rules.	Practical assessment on ability to apply a range of skills.  C: Applying and performing D: Reflecting and improving performance
Unit 3 - Just Dance  6 weeks	Communication	Environment, Interaction	Personal and cultural expression  <i>Exploration to develop:</i> Creation,	Expressing ourselves aesthetically within our environment can lead to engaging	Self-management – Organisational skills: <ul style="list-style-type: none"> <li>Set goals that are challenging and realistic</li> </ul> Self-management – Affective skills:	Students will explore the different elements of dance and practice a variety of different dance actions and techniques used to enhance the quality of a dance routine. They will research different genres of dance and discuss the qualities and style of each genre and compare movements between each dance genre. They will create a	A planned dance routine in small groups  B: Planning for performance C: Applying and performing

			Beauty, Practice and competency	communication and interactions with critical appreciation.	<ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> <u>Learner Profile</u> Inquirers Thinkers	dance routine in small groups with a minimum of 64 beats applying all the dance actions and techniques they have learnt throughout the unit.	
Unit 4 - Striking and Fielding games  6 weeks	Relationships	Function, Movement,	Science and technical Innovation  <i>Exploration to Develop:</i> Products, Ingenuity and progress	Ingenuity and technical innovation has led to products with faster function, rapid change and movement levels with less use of space and increased global relationships.	Social – Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> <li>Manage and resolve conflicts and work collaboratively in teams</li> </ul> Self-management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies?</li> </ul> <u>Learner Profile</u> Principled Open Minded	Students will practice and refine revisiting a range of throwing, catching and fielding skills within cricket and rounders. They will learn recap and learn new rules and strategies within striking and fielding games and compare these rules across different striking and fielding sports. Students will play small sided games to try and apply these skills within familiar and unfamiliar situations. They will also take on the role of coach and official providing constructive feedback to their peers during different performances.	Small sided games assessing striking, fielding, communication and social skills.  C: Applying and performing D: Reflecting and improving performance
Unit 5 - Volley  6 weeks	Communication	Choice, Energy	Scientific and technical innovation  <i>Exploration to Develop:</i> Ingenuity and progress, Principles and discoveries	Science and digital innovation have led to creative and strategic choices which can save energy and communication for when it is needed the most.	Social – Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> </ul> Thinking – Transfer skills <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations</li> </ul> <u>Learner Profile</u> Open Minded Principled	Students will revisit and refine a range of racket skills in tennis and badminton. They will further develop the fundamental skills needed to play cooperative and competitive rallies and explore applying these skills with variations in speed and force. They will demonstrate strategies and movement concepts in order to outwit their opponents in familiar and unfamiliar situations. They will take on the role of performer, coach and official demonstrating collaboration and self-management. During the role of coach and official they will explore effective ways to express themselves and communicate their decisions and ideas effectively.	Assessment of core volleyball skills and knowledge of rules during a small sided game.  A: Knowing and understanding C: Applying and performing
Unit 6 - Leadership  6 weeks	Relationships	Interaction, Perspectives, Space	<b>Globalization and sustainability</b>  <i>Exploration to</i>	Globalisation focuses on the connections and relationships	Research – Information Literacy Skills: <ul style="list-style-type: none"> <li>Presents information in a variety of formats and platforms</li> </ul>	This will be a student led unit where students have the opportunity to participate in a range of games and physical activities from across the globe. Students will develop their leadership skills in the first part of the unit by researching and exploring	A: Knowing and understanding B: Planning for performance

			<i>Develop:</i>	among individuals and communities using different perspectives, space and technology.	<p>Thinking – Creative thinking skills:</p> <ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p><u>Learner Profile</u> Inquirer</p>	what makes an effective leader and communicator and putting this into practice leading short warm ups and activities. During the latter part of the unit students will research different international sports and activities which may originate from their home country and teach these sports to the rest of the class.	
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MYP Physical and Health Education

Grade 8

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 – Health and Swimming  6 weeks	Change	Adaptation, Refinement	Scientific and Technical Innovation  <i>Exploration to develop:</i>	Athletes and performers describe different movement patterns so that they can apply correct technique to maximize performance energy	<p>Communication – Communication skills:</p> <ul style="list-style-type: none"> <li>Use and interpret a range of discipline specific terms and symbols.</li> </ul> <p>Self-Management – Reflective skills:</p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?</li> </ul> <p><u>Learner Profile</u> Reflective</p>	Swimming - warmups, cool downs, effective and efficient use of all 4 strokes, diving, pool rescue, CPR, race dives and the ability to mix strokes such as breaststroke legs and butterfly arms. Correct arms pull and entry.	<p>Coaching peers, reflecting on own performance. Performance of one skill plus interview by teacher.</p> <p>A: Knowing and understanding D: Reflecting and improving performance.</p>
Unit 2 – Invasion games  6 weeks	Communication	Interaction, Adaptation	Fairness and Development  <i>Exploration to develop:</i>	Adapting to game situations requires strong communication and interaction from team members, to succeed	<p>Thinking – Transfer Skills:</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations.</li> </ul> <p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> </ul> <p><u>Learner Profile</u> Communicators</p>	Passing and receiving Shooting Dribbling/moving with the ball Tackling Heading (sports appropriate) Attacking Defending Positions Tactics and strategies Rules and regulations	<p>Game play 5v 5</p> <p>A: Knowing and understanding C: Applying and performing</p>
Unit 3 – Rounders  6 weeks	Change	Choice, Perspective	Fairness and development  <i>Exploration to develop:</i>	Striking and Fielding games give an opportunity for problem	<p>Research – information literacy skills:</p> <ul style="list-style-type: none"> <li>Presents information in a variety of formats and platforms.</li> </ul>	Tactics, specific sports such as cricket, bowling types, batting technique, fielding situations, technical names of positions, effective communication whilst playing, leadership, designing drills, strategies for chasing a game, strategies for playing safe.	<p>Plan strategies to improve the performance of players.</p> <p>A: Knowing and understanding B: Planning for performance</p>

				solving	Self-Management: Organisational skills: <ul style="list-style-type: none"> <li>Set goals that are challenging and realistic.</li> </ul> <u>Learner Profile</u> Knowledgeable		
Unit 4 – Athletics 6 weeks	Relationships	Energy, Refinement	Scientific and technical innovation  <i>Exploration to develop:</i>	Athletics is varied enough to allow for everyone to find success	Self-Management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections.</li> </ul> Self-Management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?</li> </ul> <u>Learner Profile</u> Reflective	Running - hurdles, how to run bends, correct starts, pick up, transition, dip, training principles, drills, warmups jumps- hang and hitch kick plus development, Fosbury flop, western roll. Correct run up showing power speed and strength, stretches.  Throws - grip, hook and claw in javelin, glide in shot and rotation in discuss. flight and how to officiate.	Give a summary of your own performance in each of the events. Describe accurately your own and others' performances in an interview with your teacher.  C: Applying and performing D: Reflecting and improving performance
Unit 5 – Football 6 weeks	Communication	Function, Systems	Personal and cultural expression  <i>Exploration to develop:</i>	Relationships and roles are key to maintaining high performing teams whilst adapting to change	Self-management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections</li> </ul> Self-management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my</li> </ul>	Students will learn about a range of passing skills and how to apply them in competitive situations. They will practice and refine controlling and turning with the ball. They will use different attacking and defensive formations and discuss this with their peers. Students will develop understanding of how to shoot in basketball and football and analyse the technique to improve their performance. They will practice and refine the set shot, lay up in basketball and using different parts of the foot to shoot in football. Explore different patterns and phases of play and how movement concepts affect the quality of phases of play. Learn about different court violations and types of marking in Football. Learn about different positions and formations in football and demonstrate knowledge of the rules.	Work on individual skills, demonstrate how skills can combine smoothly. B: Planning for performance C: Applying and performing



					choice of learning strategies? <u>Learner Profile</u> Communicators Principled		
Unit 6 – Badminton 6 weeks	Development	Movement	Fairness and Development <i>Exploration to develop:</i>	Net games give the opportunity develop a variety of skills.	Social – Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> </ul> Thinking – Transfer skills: <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations</li> </ul> <u>Learner Profile</u> Risk-takers	Grip, positioning rules, footwork, follow through, back scratch, wrist action, forehand, back hand, smash, clear, drop.	Look at your own and others' performances. During game play demonstrate an understanding of tactics and planning, showing the ability to adapt and change.  A: Knowing and understanding C: Applying and performing

MYP Physical and Health Education

Grade 9

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 – Swimming	Change	Adaptation, Refinement	Scientific and Technical Innovation  <i>Exploration to develop:</i>	Athletes and performers describe different movement patterns so that they can apply correct technique to maximize performance energy	<p>Communication – Communication skills:</p> <ul style="list-style-type: none"> <li>Use and interpret a range of discipline specific terms and symbols.</li> </ul> <p>Self-Management – Reflective skills:</p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)?                             <ul style="list-style-type: none"> <li>How can I become more flexible in my choice of learning strategies?</li> <li>What factors are important for helping me learn well?</li> </ul> </li> </ul> <p><u>Learner Profile</u> Reflective</p>	Swimming - warmups, cool downs, effective and efficient use of all 4 strokes, diving, pool rescue, CPR, production of training programmes for themselves and others	<p>Coaching peers, reflecting on own performance. Performance of one skill plus interview by teacher.</p> <p>A: Knowing and understanding D: Reflecting and improving performance.</p>
Unit 2 – Invasion Games  6 weeks	Communication	Function, Interaction	Identities and Relationships	The level of communication and interaction between a coach and their team impacts function and relationships.	<p>Thinking – Transfer Skills:</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations.</li> </ul> <p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> </ul> <p><u>Learner Profile</u> Principled</p>	<p><b>Content</b></p> <p>Sports Leaders UK “I Can Lead” award Developing leadership skills Organisation for leading sport sessions Safety in Sport Fair play in Sport The role of a coach The role of an official Opportunities in sport and recreation</p>	<p>Game play 7 vs 7</p> <p>B: Planning for performance D: Reflecting and improving performance.</p>

Unit 3 – Rounders & cricket 6 weeks	Change	Choice, Perspective	Fairness and development <i>Exploration to develop:</i>	Striking and Fielding games give an opportunity for problem solving	Self-management – Organisational skills <ul style="list-style-type: none"> <li>Set goals that are challenging and realistic</li> </ul> Social – Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups.</li> </ul> <u>Learner Profile</u> Knowledgeable	Tactics, specific sports such as cricket, bowling types, batting technique, fielding situations, technical names of positions, effective communication whilst playing, leadership, designing drills, strategies for chasing a game, strategies for playing safe.	Plan strategies to improve the performance of players. Demonstration of game play.  B: Planning for performance C: Applying and performing
Unit 4 – Athletics 6 weeks	Relationships	Energy, Refinement	Scientific and technical innovation <i>Exploration to develop:</i>	Athletics is varied enough to allow for everyone to find success	Self-Management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections.</li> </ul> Self-Management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?</li> </ul> <u>Learner Profile</u> Reflective	Running - hurdles, how to run bends, correct starts, pick up, transition, dip, training principles, drills, warmups, jumps - hang and hitch kick plus development, Fosbury flop, western roll. Correct run up showing power speed and strength, stretches.  Throws - grip, hook and claw in javelin, glide in shot and rotation in discuss. Flight and how to officiate.	Give a summary of your own performance in each of the events. Describe accurately your own and others' performances in an interview with your teacher.  C: Applying and performing D: Reflecting and improving performance
Unit 5 – Gymnastics 6 weeks	Communication	Function, Systems	Personal and cultural expression <i>Exploration to develop:</i>	Gymnastics allows for planning and aesthetic expression.	Self-Management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections.</li> </ul> Thinking – Creative Thinking skills: <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes.</li> </ul> <u>Learner Profile</u>	rolls, jumps, travelling movements, balances, putting together into basic sequences, sequences using apparatus, equipment, and music lasting 2 minutes	Work on individual skills, demonstrate how skills can combine smoothly. Produce a gymnastics routine that has rolls, jumps, balances and traveling movements combined.  B: Planning for performance C: Applying and performing

Unit 6 – Badminton 6 weeks	Development	Movement	Fairness and Development <i>Exploration to develop:</i>	Net games give the opportunity develop a variety of skills.	<p>Thinkers</p> <p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul> <p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> </ul> <p><u>Learner Profile</u> Risk-takers</p>	grip, positioning, rules, footwork, follow through, back scratch, wrist action, forehand, back hand, smash, clear, drop.	<p>Look at your own and others' performances. During game play demonstrate an understanding of tactics and planning, showing the ability to adapt and change.</p> <p>A: Knowing and understanding C: Applying and performing</p>
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MYP Physical and Health Education

Grade 10

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 – Swimming	Change	Adaptation Refinement	Scientific and Technical Innovation  <i>Exploration to develop:</i>	Athletes and performers describe different movement patterns so that they can apply correct technique to maximize performance energy	<p>Communication – Communication skills:</p> <ul style="list-style-type: none"> <li>Use and interpret a range of discipline specific terms and symbols.</li> </ul> <p>Self-Management – Reflective skills:</p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)?                             <ul style="list-style-type: none"> <li>How can I become more flexible in my choice of learning strategies?</li> <li>What factors are important for helping me learn well?</li> </ul> </li> </ul> <p><u>Learner Profile</u> Reflective</p>	Swimming, effective use of each stroke, including use of drills to bring about improvement, taking on the role of the coach and the official, understand CPR and water safety, tumble turns, dives and underwater technique and rules of competition	<p>Coaching peers, reflecting on own performance. Performance of one skill plus interview by teacher.</p> <p>A: Knowing and understanding D: Reflecting and improving performance.</p>
Unit 2 – Invasion Games  6 weeks	Communication	Function, Interaction	Identities and Relationships	The level of communication and interaction between a coach and their team impacts function and relationships.	<p>Thinking – Transfer Skills:</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations.</li> </ul> <p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> </ul> <p><u>Learner Profile</u> Principled</p>	taking on different roles, coach, trainer, referee, training principles and leadership, understanding of tactics and specific techniques, designing tactics that overcome the defence and the offence, producing bespoke training sessions that result in improvement	<p>Game play 11 vs 11</p> <p>B: Planning for performance D: Reflecting and improving performance.</p>

Unit 3 – Rounders & cricket 6 weeks	Change	Choice, Perspective	Fairness and development <i>Exploration to develop:</i>	Striking and Fielding games give an opportunity for problem solving	Self-management – Organisational skills <ul style="list-style-type: none"> <li>Set goals that are challenging and realistic</li> </ul> Social – Collaboration skills: <ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups.</li> </ul> <u>Learner Profile</u> Knowledgeable	game play, taking on different roles, ability to bowl effectively with several different techniques producing different outcomes, producing tactics that are effective and that result in positive results	Plan strategies to improve the performance of players. Demonstration of game play.  B: Planning for performance C: Applying and performing
Unit 4 – Athletics 6 weeks	Relationships	Energy, Refinement	Scientific and technical innovation <i>Exploration to develop:</i>	Athletics is varied enough to allow for everyone to find success	Self-Management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections.</li> </ul> Self-Management – Reflective skills: <ul style="list-style-type: none"> <li>Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?</li> </ul> <u>Learner Profile</u> Reflective	taking on different roles, coach, trainer, referee, training principles and leadership, understanding of tactics and specific techniques, designing tactics that overcome the defence and the offence, producing bespoke training sessions that result in improvement	Give a summary of your own performance in each of the events. Describe accurately your own and others' performances in an interview with your teacher.  C: Applying and performing D: Reflecting and improving performance
Unit 5 – Gymnastics 6 weeks	Communication	Function, Systems	Personal and cultural expression <i>Exploration to develop:</i>	Gymnastics allows for planning and aesthetic expression.	Self-Management – Affective skills: <ul style="list-style-type: none"> <li>Practice being aware of body-mind connections.</li> </ul> Thinking – Creative Thinking skills: <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes.</li> </ul>	To be able to put together a sequence that incorporates, jumps, vaults, partner balances, incorporates music and is repeatable lasting 2-3 minutes	Work on individual skills, demonstrate how skills can combine smoothly. Produce a gymnastics routine that has rolls, jumps, balances and traveling movements combined.  B: Planning for performance C: Applying and performing

					<u>Learner Profile</u> Thinkers		
Unit 6 – Badminton 6 weeks	Development	Movement	Fairness and Development <i>Exploration to develop:</i>	Net games give the opportunity develop a variety of skills.	<p>Social – Collaboration skills:</p> <ul style="list-style-type: none"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul> <p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> </ul> <p><u>Learner Profile</u> Risk-takers</p>	take on different roles, be able to play efficiently, play doubles communicating effectively, to bring about positive results. effective use of clears including a deep back hand clear, be able to anticipate and exploit the weaknesses of the opponent	<p>Look at your own and others' performances. During game play demonstrate an understanding of tactics and planning, showing the ability to adapt and change.</p> <p>A: Knowing and understanding C: Applying and performing</p>