

Grade 1&2 - Physical Education POI - Semester 1

| Week | 1 | 2 | 3 (12th Moon Festival) | 4 | 5 (finish 30th @ 12pm 3rd - 7th Oct holiday) | 6 (10th return to school) | 7 | 8 (28th PTCs) | 9 | 10 (11th PD Day) | 11 | 12 | 13 | 14 | 15 (finish 16th, 12pm) |
|---|---|--|--------------------------------------|-----------|--|---|--|-----------------------------------|-----------|------------------|-----------|-----------|-----------|----------|------------------------|
| Date | 29-Aug-22 | 5-Sep-22 | 12-Sep-22 | 19-Sep-22 | 26-Sep-22 | 10-Oct-22 | 17-Oct-22 | 24-Oct-22 | 31-Oct-22 | 7-Nov-22 | 14-Nov-22 | 21-Nov-22 | 28-Nov-22 | 5-Dec-22 | 12-Dec-22 |
| Grade 1 | Transdisciplinary Theme: | How we organize ourselves (Collaborative with HR, PA, Chinese B, Music) | | | | Transdisciplinary Theme: | Who we are | | | | | | | | |
| | Central Idea: | Adventure Challenge: Communities are strengthened through human connections. | | | | Central Idea: | Health and Fitness: Having self-belief and perseverance towards set goals can help achieve a healthy lifestyle. | | | | | | | | |
| | Line of Inquiry 1: | Members of our community. | | | | Line of Inquiry 1: | How self-belief and perseverance can improve health and well-being. | | | | | | | | |
| | Line of Inquiry 2: | Our community's rules and agreements. | | | | Line of Inquiry 2: | How to take ownership of personal health and to promote health to others. | | | | | | | | |
| | Line of Inquiry 3: | Reaching agreements. | | | | Line of Inquiry 3: | | | | | | | | | |
| | Key Concepts: | Causation Perspective Connection | | | | Key Concepts: | Causation Responsibility | | | | | | | | |
| | Related Concepts: | Relationships, Interdependence | | | | Related Concepts: | Goals, Growth Mindset, Independence | | | | | | | | |
| | Learner Profile: | Principled Reflective | | | | Learner Profile: | Knowledgeable Inquirers | | | | | | | | |
| | Approaches to Learning Skill: Social | Interpersonal relationships | | | | Approaches to Learning Skill: Research | Reflection and Metacognition | | | | | | | | |
| | Approaches to Learning Skill: Self-management | Organization | States of mind: Emotional management | | | Approaches to Learning Skill: Self-management | Perseverance | States of mind: Self-motivation | | | | | | | |
| Approaches to Learning Skill: N/A | | | | | Approaches to Learning Skill: N/A | | | | | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | | | | |
| Sustainable Development Goals (SDGs): | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | | | | | |
| Outcomes: | PSPE Identity: P1.1.d/f/i/j/m Interactions: P6.1.1.a/c/i | | | | Outcomes: | PSPE Identity: P1.1.c, P1.1.e, P1.1.i Active Living: P2.1.4, P2.1.5, P3.1.3, P4.1.1, P4.1.2 Interactions: P6.1.d, P6.1.g | | | | | | | | | |
| Grade 2 | Transdisciplinary Theme: | Who we are (Collaborative with HR) | | | | Transdisciplinary Theme: | How we organize ourselves (Collaborative with HR) | | | | | | | | |
| | Central Idea: | Health and Fitness: Making balanced choices enables us to have a healthy lifestyle. | | | | Central Idea: | Adventure Challenge: Chances for success can be improved when teams use personal and group skills. | | | | | | | | |
| | Line of Inquiry 1: | How our physical health influence our well-being. | | | | Line of Inquiry 1: | The different ways to solve team challenges. | | | | | | | | |
| | Line of Inquiry 2: | How emotional and social health influence our well-being. | | | | Line of Inquiry 2: | The different roles and responsibilities in a team. | | | | | | | | |
| | Line of Inquiry 3: | Goal setting can help us be responsible for our own well-being. | | | | Line of Inquiry 3: | | | | | | | | | |
| | Key Concepts: | Responsibility Connection Causation | | | | Key Concepts: | Perspective Responsibility | | | | | | | | |
| | Related Concepts: | Well-being, Habits, Goals, Exercise, Physical literacy | | | | Related Concepts: | Optimism, Emotions, Communication, Roles, Responsibilities | | | | | | | | |
| | Learner Profile: | Balanced Principled Reflective | | | | Learner Profile: | Caring Open-minded | | | | | | | | |
| | Approaches to Learning Skill: Research | Information literacy: Synthesizing and interpreting | Media literacy | | | Approaches to Learning Skill: Research | Interpersonal relationships | Social and emotional intelligence | | | | | | | |
| | Approaches to Learning Skill: Self-management | Organization | States of mind: Self-motivation | | | Approaches to Learning Skill: Self-management | States of mind: Emotional management | States of mind: Resilience | | | | | | | |
| Approaches to Learning Skill: Thinking | Critical Thinking: Analysis | Information Transfer | | | Approaches to Learning Skill: Communication | Exchanging information: Listening | Exchanging information: Speaking | | | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | | | | |
| Sustainable Development Goals (SDGs): | 2: Zero Hunger 2.1 3: Good Health and Well-Being | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | | | | | | | |
| Outcomes: | PSPE Identity: P1.1 b,e,f,g,k Active Living: P3.1.1, P3.1.2, P3.1.3, P4.1.1, P4.1.3 | | | | Outcomes: | PSPE Identity: P1.1f, h, i, m Active Living: P3.1.1, P5.1.1 Interactions: P6.1.1a, P6.1.1b, P6.1.1c, P6.1.1j | | | | | | | | | |

Who We Are
Invasion Games: Actively learning and applying new skills enhances personal growth.

Who We Are
Target Games: Using self-knowledge can help to improve movement skills and teamwork.

Grade 1&2 - Physical Education POI - Semester 2

| Week | 16 (Start 3rd Jan) | 17 | 18 (Finish 19th @ 12pm 20th- 27th (Jan CW)) | 19 (30th return to school) | 20 | 21 | 22 | 23 | 24 | 25 (16th SLG) | 26 | 27 (3rd - 7th Spring break) | 28 (10th return to school) | 29 | 30 (WWW) | 31 (1st Labour Day) | 32 | 33 | 34 | 35 | 36 | 37 | 38 (Finish 21st, 12pm) |
|--|--|--|---|-------------------------------|----------|-----------|--|--|--|------------------|-----------|--------------------------------|-------------------------------|--|--|--|----------|-----------|-----------|-----------|----------|-----------|---------------------------|
| Date | 7-Jan-23 | 9-Jan-23 | 16-Jan-23 | 30-Jan-23 | 6-Feb-23 | 13-Feb-23 | 20-Feb-23 | 27-Feb-23 | 6-Mar-23 | 13-Mar-23 | 20-Mar-23 | 27-Mar-23 | 10-Apr-23 | 17-Apr-23 | 24-Apr-23 | 1-May-23 | 8-May-23 | 15-May-23 | 22-May-23 | 29-May-23 | 5-Jun-23 | 12-Jun-23 | 19-Jun-23 |
| Grade 1 | Transdisciplinary Theme: | Who we are | | | | | | Transdisciplinary Theme: | Who we are | | | | | | Transdisciplinary Theme: | Who we are | | | | | | | |
| | Central Idea: | Invasion Games: Actively learning and applying new skills enhances personal growth. | | | | | | Central Idea: | Movement: Personal growth can be achieved by trying new activities and setting goals. | | | | | | Central Idea: | Striking and Fielding: Personal strategies can be used to develop new skills and help improve teamwork. | | | | | | | |
| | Line of Inquiry 1: | The different games we engage in. | | | | | | Line of Inquiry 1: | Performing new and different types of movements. | | | | | | Line of Inquiry 1: | How understanding different personal strategies can promote skill development. | | | | | | | |
| | Line of Inquiry 2: | The way learning new skills can promote personal growth. | | | | | | Line of Inquiry 2: | How to practice effectively. | | | | | | Line of Inquiry 2: | How to apply personal strategies to further team progress. | | | | | | | |
| | Line of Inquiry 3: | How practice is influenced by motivation. | | | | | | Line of Inquiry 3: | What happens when we set and achieve goals. | | | | | | Line of Inquiry 3: | | | | | | | | |
| | Key Concepts: | Form Connection | | | | | | Key Concepts: | Function Causation | | | | | | Key Concepts: | Change Responsibility | | | | | | | |
| | Related Concepts: | Personal Growth, Teamwork | | | | | | Related Concepts: | Movement, Sequence | | | | | | Related Concepts: | Team development, Self-management | | | | | | | |
| | Learner Profile: | Communicators Courageous | | | | | | Learner Profile: | Courageous Communicators | | | | | | Learner Profile: | Open-minded Thinkers | | | | | | | |
| | Approaches to Learning Skill: | Information literacy: Formulating and planning | | | | | | Approaches to Learning Skill: | Organization | | | | | | Approaches to Learning Skill: | Critical Thinking: Analysis | | | | | | | |
| | Research | | | | | | | Self-management | | | | | | | Thinking | | | | | | | | |
| Approaches to Learning Skill: | States of mind: Resilience | | | | | | Approaches to Learning Skill: | Information literacy: Formulating and planning | | | | | | Approaches to Learning Skill: | States of mind: Emotional management | | | | | | | | |
| Approaches to Learning Skill: | Social and emotional intelligence | | | | | | Approaches to Learning Skill: | N/A | | | | | | Approaches to Learning Skill: | Social and emotional intelligence | | | | | | | | |
| Social | | | | | | | Approaches to Learning Skill: | | | | | | | Approaches to Learning Skill: | Social | | | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | | | |
| Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | | | | |
| Outcomes: | PSPE Identity: P1.1.b, P1.1.i, P1.1.j Active Living: P2.2.1, P2.2.3, P2.2.4 Interactions: P6.1.b, P6.1.e | | | | | | Outcomes: | PSPE Identity: P1.1.b, P1.1.e Active Living: P3.1.2, P4.1.1 Interactions: P6.1.1 | | | | | | Outcomes: | PSPE Identity: P1.1k, P1.1g Active Living: P3.1.2, P4.1.3, P5.1.1 Interactions: P6.1.1.f, P6.1.1h, P6.1.1j | | | | | | | | |
| Grade 2 | Transdisciplinary Theme: | Who we are | | | | | | Transdisciplinary Theme: | Who we are | | | | | | Transdisciplinary Theme: | Who we are | | | | | | | |
| | Central Idea: | Target Games: Using self-knowledge can help to improve movement skills and teamwork. | | | | | | Central Idea: | Invasion Games: Actively learning and applying new skills enhances personal growth. | | | | | | Central Idea: | Striking and fielding: Personal strategies can be used to develop new skills and help improve teamwork. | | | | | | | |
| | Line of Inquiry 1: | The different games people engage in. | | | | | | Line of Inquiry 1: | What skills are needed to participate successfully in invasion games. | | | | | | Line of Inquiry 1: | How can different personal strategies promote skill development. | | | | | | | |
| | Line of Inquiry 2: | The variety of ways teams work together. | | | | | | Line of Inquiry 2: | How fair play promotes healthy competition and team success. | | | | | | Line of Inquiry 2: | How people apply personal strategies to further team progress. | | | | | | | |
| | Line of Inquiry 3: | The variety of ways teams work together. | | | | | | Line of Inquiry 3: | How skills are used to participate in different games. | | | | | | Line of Inquiry 3: | | | | | | | | |
| | Key Concepts: | Form Function | | | | | | Key Concepts: | Form Connection Function | | | | | | Key Concepts: | Causation Responsibility Form | | | | | | | |
| | Related Concepts: | Personal growth, Consequences, Self asses, Feedback, Transfer of skills | | | | | | Related Concepts: | Active Learning, Fair Play, Physical Literacy, Perspective | | | | | | Related Concepts: | Physical Literacy, Team Development, Personal and Team Safety | | | | | | | |
| | Learner Profile: | Inquirers Thinkers | | | | | | Learner Profile: | Communicators Thinkers Courageous | | | | | | Learner Profile: | Inquirers Knowledgeable | | | | | | | |
| | Approaches to Learning Skill: | Information literacy: Data gathering and recording Information literacy: Evaluating and communicating | | | | | | Approaches to Learning Skill: | Information Transfer Reflection and Metacognition | | | | | | Approaches to Learning Skill: | Information literacy: Data gathering and recording Information literacy: Evaluating and communicating | | | | | | | |
| | Research | | | | | | | Thinking | | | | | | | Research | | | | | | | | |
| Approaches to Learning Skill: | Critical Thinking: Analysis | | | | | | Approaches to Learning Skill: | States of mind: Perseverance | | | | | | Approaches to Learning Skill: | States of mind: Emotional management | | | | | | | | |
| Self-management | | | | | | | Approaches to Learning Skill: | | | | | | | Approaches to Learning Skill: | States of mind: Emotional management | | | | | | | | |
| Approaches to Learning Skill: | Exchanging information: Listening | | | | | | Approaches to Learning Skill: | Interpersonal relationships | | | | | | Approaches to Learning Skill: | Critical Thinking: Analysis | | | | | | | | |
| Communication | Exchanging information: Speaking | | | | | | Approaches to Learning Skill: | | | | | | | Approaches to Learning Skill: | Social and emotional intelligence | | | | | | | | |
| Approaches to Learning Skill: | N/A | | | | | | Approaches to Learning Skill: | N/A | | | | | | Approaches to Learning Skill: | Social | | | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | | | | |
| Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | | | | | | |
| Outcomes: | PSPE Identity: P1.b, P1.1d, P1.1g Active Living: P2.1.4, P2.1.5, P2.2.1 | | | | | | Outcomes: | PSPE Identity: P1.1b , P1.1c Active Living: P2.2.3, P2.2.4, P5.1.1, P5.1.2 | | | | | | Outcomes: | PSPE Identity: P1.1g, P1.1k Active Living: P2.1.5, P4.1.3, P5.1.1, P5.1.2 | | | | | | | | |

Grade 345 - Physical Education POI - Semester 1

| Week | 1 | 2 | 3 (12th Moon Festival) | 4 | 5 (Finish 30th @ 12pm 3rd - 7th Oct holiday) | 6 (10th return to school) | 7 | 8 (28th PTCs) | 9 | 10 (11th PD Day) | 11 | 12 | 13 | 14 | 15 (finish 16th, 12pm) | |
|--|--|---|------------------------|--|--|---|-----------|---------------|-----------|--|--|---|-----------|----------|------------------------|--|
| Date | 29-Aug-22 | 5-Sep-22 | 12-Sep-22 | 19-Sep-22 | 26-Sep-22 | 10-Oct-22 | 17-Oct-22 | 24-Oct-22 | 31-Oct-22 | 7-Nov-22 | 14-Nov-22 | 21-Nov-22 | 28-Nov-22 | 5-Dec-22 | 12-Dec-22 | |
| Grade 3 | Transdisciplinary Theme: | How we organize ourselves (Collaborative with HR) | | | Transdisciplinary Theme: | Who we are | | | | | Transdisciplinary Theme: | Who we are | | | | |
| | Central Idea: | Adventure Challenge: Relationships and structures within an organization contribute toward its shared goals. | | | Central Idea: | Track and Field: The ability to self-assess and to respond to feedback on performance enhances skill mastery. | | | | | Central Idea: | Health and Fitness: The interactions between human body systems contribute to personal well-being. | | | | |
| | Line of Inquiry 1: | Purpose and needs addressed by organizations. | | | Line of Inquiry 1: | How self-motivation can improve skill. | | | | | Line of Inquiry 1: | Body systems, their functions and connections. | | | | |
| | Line of Inquiry 2: | Relationships within an organization. | | | Line of Inquiry 2: | How we execute the different skills. | | | | | Line of Inquiry 2: | Factors that affect the body | | | | |
| | Line of Inquiry 3: | Developing structures for success. | | | Line of Inquiry 3: | | | | | | Line of Inquiry 3: | Our responsibilities to maintaining healthy body systems. | | | | |
| | Key Concepts: | Function Responsibility | | | Key Concepts: | Responsibility Function | | | | | Key Concepts: | Function Connection | | | | |
| | Related Concepts: | Teamwork, Roles, Interdependence, Initiative | | | Related Concepts: | Feedback, physical literacy, independence, perseverance | | | | | Related Concepts: | Well-being, Systems | | | | |
| | Learner Profile: | Thinkers Reflective | | | Learner Profile: | Caring Principled | | | | | Learner Profile: | Inquirers Knowledgeable | | | | |
| | Approaches to Learning Skill: | Interpersonal relationships | | | Approaches to Learning Skill: | Information literacy: Data gathering and recording Information literacy: Synthesizing and interpreting | | | | | Approaches to Learning Skill: | Information literacy: Data gathering and recording | | | | |
| | Social | | | | Research | | | | | | Research | | | | | |
| Approaches to Learning Skill: | Exchanging information: Speaking Exchanging information: Listening | | | Approaches to Learning Skill: | States of mind: Resilience States of mind: Self-motivation | | | | | Approaches to Learning Skill: | States of mind: Mindfulness | | | | | |
| Communication | | | | Self-management | | | | | | Self-management | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | |
| Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality 5.5 | | | | | |
| Outcomes: | PSPE Identity: P1.1h Active Living: P5.1.1 Interactions: P6.1.1.b, P6.1.1.d, P6.1.1.g | | | Outcomes: | PSPE Identity: P1.1.j Active Living: P2.2.1, P5.1.2, P3.1.2 | | | | | Outcomes: PSPE | PSPE Identity: P1.1.a Active Living: P3.1.3, P3.1.4, P4.1.1, P4.1.2, P4.1.3 | | | | | |
| Grade 4 | Transdisciplinary Theme: | Who we are (Collaborative with homeroom) | | | Transdisciplinary Theme: | Who we are | | | | | Transdisciplinary Theme: | Who we are | | | | |
| | Central Idea: | Adventure Challenge: Identity is influenced by beliefs and values. | | | Central Idea: | Track and Field: Independent training, intrinsic motivation and self-belief can enhance skill execution. | | | | | Central Idea: | Invasion Games: People work towards skill mastery to manage situations of adversity. | | | | |
| | Line of Inquiry 1: | Personal and social values. | | | Line of Inquiry 1: | How we can improve. | | | | | Line of Inquiry 1: | How to choose appropriate skills for certain situations. | | | | |
| | Line of Inquiry 2: | How values influence our identity and actions. | | | Line of Inquiry 2: | What happens when we practice effectively. | | | | | Line of Inquiry 2: | How athletes cope with situations of adversity. | | | | |
| | Line of Inquiry 3: | How and why people have different values. | | | Line of Inquiry 3: | | | | | | Line of Inquiry 3: | | | | | |
| | Key Concepts: | Form Responsibility Perspective | | | Key Concepts: | Responsibility Causation | | | | | Key Concepts: | Function Causation | | | | |
| | Related Concepts: | Culture, Consequences, Origins, Digital Citizen | | | Related Concepts: | Independence, Self-Assessment, Feedback, Safety | | | | | Related Concepts: | Adversity, Skill Mastery | | | | |
| | Learner Profile: | Principled Caring Open-minded | | | Learner Profile: | Principled Knowledgeable | | | | | Learner Profile: | Courageous Knowledgeable | | | | |
| | Approaches to Learning Skill: | Reflection and Metacognition | | | Approaches to Learning Skill: | Information literacy: Data gathering and recording Information literacy: Synthesizing and interpreting | | | | | Approaches to Learning Skill: | Information literacy: Formulating and planning | | | | |
| | Thinking | | | | Research | | | | | | Research | | | | | |
| Approaches to Learning Skill: | States of mind: Emotional management | | | Approaches to Learning Skill: | States of mind: Self-motivation | | | | | Approaches to Learning Skill: | States of mind: Resilience | | | | | |
| Self-management | | | | Self-management | | | | | | Self-management | | | | | | |
| Approaches to Learning Skill: | Exchanging information: Speaking Literacy: Reading | | | Approaches to Learning Skill: | Critical Thinking: Analysis Reflection and Metacognition | | | | | Approaches to Learning Skill: | States of mind: Resilience | | | | | |
| Communication | | | | Thinking | | | | | | Self-management | | | | | | |
| Approaches to Learning Skill: | Interpersonal relationships Social and emotional intelligence | | | Approaches to Learning Skill: | N/A | | | | | Approaches to Learning Skill: | States of mind: Resilience | | | | | |
| Social | | | | Self-management | | | | | | Self-management | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | |
| Sustainable Development Goals (SDGs): | 3: Good Health and Well-Being 4: Quality Education 5: Gender Equality | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | |
| Outcomes: | PSPE Identity: P1.1.i Active Living: P5.1.1 Interactions: P6.1.1.c, P6.1.1.e, P6.1.1.f, P6.1.1.h | | | Outcomes: | PSPE Identity: P1.1.k, P1.1.l Active Living: P2.2.1, P5.1.2, P3.1.2 | | | | | Outcomes: PSPE | Identity: P1.1.f Active Living: P2.1.3, P2.1.4, P2.1.5 | | | | | |
| Grade 5 | Transdisciplinary Theme: | How we organize ourselves | | | Transdisciplinary Theme: | Who we are | | | | | Transdisciplinary Theme: | Who we are | | | | |
| | Central Idea: | Adventure Challenge: Teams can adopt a variety of strategies to solve problems and support human progress. | | | Central Idea: | Track and Field: Learning independently involves different strategies and traits to assist human accomplishment. | | | | | Central Idea: | Invasion Games: Teams actively learn physical and personal skills to help cope with adversity. | | | | |
| | Line of Inquiry 1: | The roles and responsibilities in a group | | | Line of Inquiry 1: | The skills and techniques required to perform. | | | | | Line of Inquiry 1: | The offensive and defensive strategies used. | | | | |
| | Line of Inquiry 2: | How to solve problems within a group. | | | Line of Inquiry 2: | Self-assessment and feedback to help reach a goal. | | | | | Line of Inquiry 2: | How actively learning new skills can assist in overcoming adversity. | | | | |
| | Line of Inquiry 3: | | | | Line of Inquiry 3: | How self-efficacy can enhance skill performance. | | | | | Line of Inquiry 3: | | | | | |
| | Key Concepts: | Responsibility Connection | | | Key Concepts: | Form Function | | | | | Key Concepts: | Connection Responsibility | | | | |
| | Related Concepts: | Roles Teamwork | | | Related Concepts: | Self-efficacy, Feedback, Goals | | | | | Related Concepts: | Strategies, Attack, Defend | | | | |
| | Learner Profile: | Communicators Thinkers | | | Learner Profile: | Knowledgeable Thinkers | | | | | Learner Profile: | Principled Reflective | | | | |
| | Approaches to Learning Skill: | Critical Thinking: Evaluating Critical Thinking: Forming decisions | | | Approaches to Learning Skill: | Information literacy: Data gathering and recording | | | | | Approaches to Learning Skill: | Exchanging information: Listening Exchanging information: Speaking | | | | |
| | Thinking | | | | Thinking | | | | | | Communication | | | | | |
| Approaches to Learning Skill: | Interpersonal relationships | | | Approaches to Learning Skill: | States of mind: Perseverance | | | | | Approaches to Learning Skill: | States of mind: Emotional management States of mind: Resilience | | | | | |
| Social | | | | Social | | | | | | Social | | | | | | |
| Approaches to Learning Skill: | | | | Approaches to Learning Skill: | Critical Thinking: Analysis | | | | | Approaches to Learning Skill: | N/A | | | | | |
| Communication | | | | Communication | | | | | | Communication | | | | | | |
| BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | BCIS Mission: | The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. | | | | | |
| Sustainable Development Goals (SDGs): | 5: Gender Equality | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | Sustainable Development Goals (SDGs): | 5: Gender Equality | | | | | |
| Outcomes: | PSPE Identity: P1.1h, P1.1i Interactions: P6.1.1.a, P6.1.1.c, P6.1.1.d, P6.1.1.e | | | Outcomes: | PSPE Identity: P1.1m, P1.1n Active Living: P2.2.1, P5.1.2 | | | | | Outcomes: | PSPE Identity: P1.1f, P1.1g, P1.1j Active Living: P2.1.4, P2.1.5, P2.2.3, P5.1.1 Interactions: P6.1.b | | | | | |

Grade 345 - Physical Education POI - Semester 2

| Week | 16 (Week 16) | 17 (Week 17) | 18 (Week 18) | 19 (Week 19) | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
|---------|---|---|---|--|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|
| Date | 15-Jan-23 | 16-Jan-23 | 17-Jan-23 | 18-Jan-23 | 19-Jan-23 | 20-Jan-23 | 21-Jan-23 | 22-Jan-23 | 23-Jan-23 | 24-Jan-23 | 25-Jan-23 | 26-Jan-23 | 27-Jan-23 | 28-Jan-23 | 29-Jan-23 | 30-Jan-23 | 31-Jan-23 | 1-Feb-23 | 2-Feb-23 | 3-Feb-23 | 4-Feb-23 | 5-Feb-23 | 6-Feb-23 |
| Grade 3 | <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Invasion games: Personal growth is promoted by applying and acquiring skills and strategies.</p> <p>Line of Inquiry 1: What occurs when a team applies different rules and strategies?</p> <p>Line of Inquiry 2: The different ways a game can be played.</p> <p>Line of Inquiry 3: The ways which fair play promote the spirit of sport.</p> <p>Key Concepts: Causation Change</p> <p>Related Concepts: Strengths, Limitations, Physical literacy</p> <p>Related Concepts: Reflection, Thinking</p> <p>Approaches to Learning Skill: Identity: Formulating and planning</p> <p>Research:</p> <p>Approaches to Learning Skill: Organization</p> <p>Self-management:</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality 5.5</p> <p>Outcomes: PSPE Identity: P1.1.d Active Living: P2.1.3, P2.1.4, P2.1.5</p> | <p>Transdisciplinary Theme: How we express ourselves (Collaborative with HE, Music)</p> <p>Central Idea: Movement composition: Voice represents movement, movement represents voice and</p> <p>Line of Inquiry 1: How people express themselves through dance.</p> <p>Line of Inquiry 2: How people can express themselves through music.</p> <p>Line of Inquiry 3: How music and dance represent culture.</p> <p>Key Concepts: Form Perspective</p> <p>Related Concepts: Expression, Emotion, Culture</p> <p>Related Concepts: Open-minded, Courageous</p> <p>Approaches to Learning Skill: Critical Thinking: Analysis Creative Thinking: Considering new perspectives</p> <p>Thinking: Critical Thinking: Evaluating</p> <p>Approaches to Learning Skill: N/A</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality 13: Climate Action 14: Life Below Water</p> <p>Outcomes: PSPE Identity: P1.1.c Active Living: P2.1.1, P2.1.2, P2.2.2</p> | <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Striking and Fielding: Understanding personal qualities helps us to learn and refine new skills.</p> <p>Line of Inquiry 1: Activities we engage in.</p> <p>Line of Inquiry 2: The strategies we use with different activities.</p> <p>Line of Inquiry 3: The roles and responsibilities in a team.</p> <p>Key Concepts: Function Responsibility</p> <p>Related Concepts: Tactics, strategy, physical literacy</p> <p>Related Concepts: Reflective</p> <p>Approaches to Learning Skill: States of mind: Emotional management</p> <p>Research:</p> <p>Approaches to Learning Skill: N/A</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality 5.5</p> <p>Outcomes: PSPE Active Living: P2.2.3, P2.2.4, P3.1.1</p> | | | | | | | | | | | | | | | | | | | | |
| | Grade 4 | <p>Who we are</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Striking and Fielding: The ability to work independently and collaboratively can enhance team performance.</p> <p>Line of Inquiry 1: The effects of correct training and technique on skill execution.</p> <p>Line of Inquiry 2: How enjoying a sport encourages people to continue.</p> <p>Line of Inquiry 3:</p> <p>Key Concepts: Causation Connection</p> <p>Related Concepts: Technique, Goals</p> <p>Related Concepts: Intrinsic, Knowledgeable</p> <p>Approaches to Learning Skill: Critical Thinking: Analyzing</p> <p>Research:</p> <p>Approaches to Learning Skill: States of mind: Perseverance</p> <p>Self-management:</p> <p>Approaches to Learning Skill: N/A</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality</p> <p>Outcomes: PSPE Identity: P1.1.b, P1.1 Active Living: P2.2.3, P2.2.4, P2.1.1 Interactions: P3.1.1.a</p> | <p>Who we are</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Health and Fitness: Recognizing the factors that affect health and fitness can help improve people's well-being.</p> <p>Line of Inquiry 1: The impact of our lifestyle choices on health.</p> <p>Line of Inquiry 2: How to promote an active lifestyle to others.</p> <p>Line of Inquiry 3:</p> <p>Key Concepts: Causation Responsibility</p> <p>Related Concepts: Motivation, Endurance</p> <p>Related Concepts: Intrinsic, Balanced</p> <p>Approaches to Learning Skill: Critical Thinking: Evaluating decisions</p> <p>Research:</p> <p>Approaches to Learning Skill: States of mind: Mindfulness</p> <p>Self-management:</p> <p>Approaches to Learning Skill: Interpersonal relationships</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality</p> <p>Outcomes: PSPE Identity: P1.1.g Active Living: P1.1.3, P1.1.4, P1.1.1, P1.1.2, P1.1.3</p> | <p>Who we are</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Striking and Fielding: Dramatic arts are a form of expression to communicate a message.</p> <p>Line of Inquiry 1: Types of Dramatic Arts.</p> <p>Line of Inquiry 2: How to express a message.</p> <p>Line of Inquiry 3: Enhancing a dramatic performance.</p> <p>Key Concepts: Form Change Perspective</p> <p>Related Concepts: Techniques, Improvement, Creativity, Inspiration, Motivation</p> <p>Related Concepts: Courageous, Communicators</p> <p>Approaches to Learning Skill: Exchanging information: Listening, Interpreting</p> <p>Research: Exchanging information: Spoken</p> <p>Approaches to Learning Skill: Organization</p> <p>Self-management: States of mind: Self-motivation</p> <p>Approaches to Learning Skill: N/A</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality 13: Climate Action 14: Life Below Water</p> <p>Outcomes: PSPE Identity: P1.1.b Active Living: P2.1.1, P2.1.2, P2.2.2</p> | | | | | | | | | | | | | | | | | | | |
| | | Grade 5 | <p>Who We Are</p> <p>Transdisciplinary Theme: Who we are (Collaborative with homeroom and Chinese A)</p> <p>Central Idea: Health and Fitness: Changes people experience at different stages of their lives affect their working self-concept.</p> <p>Line of Inquiry 1: The physical, social, emotional, and intellectual changes that occur throughout life.</p> <p>Line of Inquiry 2: Factors that contribute to well-being during adolescence.</p> <p>Line of Inquiry 3: How relationships contribute to self-concept.</p> <p>Key Concepts: Function Responsibility Change</p> <p>Related Concepts: Maturity, Well-being, Identity</p> <p>Related Concepts: Balanced, Reflective</p> <p>Approaches to Learning Skill: States of mind: Emotional management</p> <p>Self-management: States of mind: Perseverance</p> <p>Approaches to Learning Skill: Exchanging information: Listening, Spoken</p> <p>Communication:</p> <p>Approaches to Learning Skill: Social and emotional intelligence</p> <p>Social:</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 2: Zero Hunger 3: Good Health and Well-Being 4: Quality Education</p> <p>Outcomes: PSPE Identity: P1.1.a, P1.1.b, P1.1.d Active Living: P1.1.1, P1.1.2, P1.1.3, P1.1.4, P1.1.1, P1.1.2, P1.1.3</p> | <p>How we express ourselves</p> <p>Transdisciplinary Theme: How we express ourselves (Collaborative with homeroom, art, music)</p> <p>Central Idea: Movement Composition: Artists use the creative process to make purposeful choices to express themselves.</p> <p>Line of Inquiry 1: The choices artists make to communicate a message.</p> <p>Line of Inquiry 2: How we are inspired to express ourselves creatively.</p> <p>Line of Inquiry 3: Using different modes of expression to express our ideas, feelings, experiences and beliefs.</p> <p>Line of Inquiry 4: How we are inspired to express ourselves creatively.</p> <p>Key Concepts: Function Perspective Responsibility</p> <p>Related Concepts: The Arts, creative process, choice, symbolism</p> <p>Related Concepts: Communicators, Courageous, Open-minded</p> <p>Approaches to Learning Skill: Organization</p> <p>Approaches to Learning Skill: Exchanging information: Interpreting</p> <p>Communication:</p> <p>Approaches to Learning Skill: Creative Thinking: Critical Thinking: Analyzing novel ideas</p> <p>Thinking:</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs):</p> <p>Outcomes: PSPE Identity: P1.1.c, P1.1.3 Active Living: P2.1.1, P2.1.2, P2.1.3, P2.2.2</p> | <p>Who we are</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Net Games: Self-knowledge and optimism can promote development of well-being.</p> <p>Line of Inquiry 1: The skills and techniques required to perform.</p> <p>Line of Inquiry 2: How self-knowledge influences behavior.</p> <p>Line of Inquiry 3:</p> <p>Key Concepts: Form Causation</p> <p>Related Concepts: Goals, Techniques</p> <p>Related Concepts: Principled</p> <p>Approaches to Learning Skill: States of mind: Self-motivation</p> <p>Self-management: Reflection and Metacognition</p> <p>Approaches to Learning Skill: Thinking</p> <p>Approaches to Learning Skill: Interpersonal relationships</p> <p>Social:</p> <p>BCS Mission: The BCS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.</p> <p>Sustainable Development Goals (SDGs): 5: Gender Equality</p> <p>Outcomes: PSPE Identity: P1.1.a, P1.1 Active Living: P2.2.4</p> | | | | | | | | | | | | | | | | | | |