SUBJECT: **Physical Education** **ACADEMIC YEAR**

MYP YEAR 10

Unit Title	Unit 1 Basketball	Unit 2 Badminton	Unit 3 Dance	Unit 4 Health & Fitness	Unit 5 Football	Unit 6 Water polo
Duration in Weeks	5 out of 9 weeks	6 out of 8 weeks	4 out of 6 weeks	4 weeks	6 weeks	5 weeks
Global Context	Identities and relationship	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Personal and cultural expression	Orientation in space and time
Key Concept	Communication	Relationship	Change	Change	Communication	Change
Subject Related Concept(s)	Function	Choice	Movement	Function	Interaction	Adaptation & Refinement
AK Strand(s)	Pluralism	Ethics	Cultures	Pluralism	Ethics	Ethics
Statement of Inquiry	For a team to function effectively, all team members must communicate efficiently and clearly.	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	Performers analyse current movement patterns so that they can refine technique and maximize performance.	The human body is able to adapt to various stimuli and in different environments.	For a team to function effectively, all team members must communicate efficiently and clearly.	For successful play in an aquatic environment strategies and tactics need be effectively communicated
Inquiry Questions	How can team members communicate clearly & effectively among themselves to mislead the opponent?	What makes an effective system of communication during game play?	How does the music rhythm affect the dance choreography?	What are the limitations to the human being performance? How does the body systems work together helps to enhance performance? Why do some people never improve in their performance?	What are some of the formations we can apply in a game. What makes an effective system of communication during game play.	What are effective tactics and strategies in Water Polo? What strategies and tactics can we apply from other games? How can we effectively communicate and work efficiently in an aquatics environment.
Subject Objectives	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance	A – Knowing & understanding B – Planning for performance	A – Knowing & understanding C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance
Assessment Criteria	C, D	C, D	B, C, D	A,B	A,C,D	C, D
Summative Assessment	3 minutes 3 v/s 3 full court.	3 minutes doubles.	A 2 min+ dance performance.	The student will do a research on physical abilities tests that are appropriate for their year group. They will analyze their accuracy & show how they can apply them in their workout.	The student will be assessed through written work and on the practical performance, how is their transfer and application of skill in shooting, dribbling in attack and defence.	3 minutes 5 v 5 game.
ATL Skills	*Communication; Collaboration.*	Thinking: *Critical.*	Self-management: *Organization, Affective and Reflection. Collaboration.*	Thinkers	Thinking skills.	(Risk takers) Confident Reflective.
Content	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner

MYP YEAR 9

Unit Title	Unit 1 Basketball	Unit 2 Badminton	Unit 3 Dance	Unit 4 Health & Fitness	Unit 5 Football	Unit 6 Water polo
Duration in Weeks	6 out of 8 weeks	6 out of 9 weeks	4 out of 5 weeks	4 weeks	Football	5 weeks
Global Context	Identities and relationship	Orientation in space and time	Personal and cultural expression	Identities and relationship	7 weeks	Orientation in space and time
Key Concept	Communication	Relationship	Change	Relationship	Personal and cultural expression	Change
Subject Related Concept(s)	Function	Refinement	Movement	Interaction and perspective	Communication Interaction	Adaptation & Refinement
AK Strand(s)	Pluralism	Ethics	Cultures	Ethics	Ethics	Ethics
Statement of Inquiry	For a team to function effectively, all team members must communicate efficiently and clearly.	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	Performers analyse current movement patterns so that they can refine technique and maximize performance.	To achieve a common goal, it is important for a team to plan and agree on the outcome.	For a team to function effectively, all team members must communicate efficiently and clearly.	For successful play in an aquatic environment strategies and tactics need be effectively communicated
Inquiry Questions	How can players communicate non-verbally?	What are the rules in doubles?	How can we create usable space?	How can I use my strengths for the team's benefit? How to conciliate people with different perspectives? Can I achieve more if I work alone?	What are some of the formations we can apply in a game. What makes an effective system of communication during game play.	What are effective tactics and strategies in Water Polo? What strategies and tactics can we apply from other games? How can we effectively communicate and work efficiently in an aquatics environment.
Subject Objectives	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance	A – Knowing & understanding B – Planning for performance	A – Knowing & understanding C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance
Assessment Criteria	C,D	C,D	B,C,D	A,B	A,C,D	C, D
Summative Assessment	3 mins half court 3 v/s 3	3 minutes doubles.	A 2 min+ dance performance.	Students will assess their current physical condition through specific tests, design a six weeks and apply it to their physical work-out. At the end of the cycle, they will use the same tests to make a written evaluation of their new physical condition.	Students will be assessed through written assessment and on the practical performance, how can they execute dribbling skills in attack and defence tactics.	3 minutes 5 v 5 game.
ATL Skills	*Communication; Collaboration.*	Thinking: *Critical.*	Self-management: *Organization, Affective and Reflection. Collaboration.*	Self-Management	Social skills	(Risk takers) Confident Reflective.
Content	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner.	Refer to unit planner

MYP YEAR 8

Unit Title	Unit 1 Basketball	Unit 2 Badminton	Unit 3 Dance	Unit 4 Health & Fitness	Unit 5 Football	Unit 6 Water games	Unit 7 Track & Field
Duration in Weeks	6 weeks	6 out of 9 weeks	4 weeks	3 weeks	Football	5 out of 7 weeks	5 weeks
Global Context	Identities and relationship	Orientation in space and time	Personal and cultural expression	Orientation in space and time	5 weeks	Identities and relationship	Orientation in space and time
Key Concept	Communication	Relationship	Change	Communication	Identity and relationships	Communication	Change
Subject Related Concept(s)	Interaction	Adaptation	Movement	Balance/Adaptation	Communication Perspectives	Environment	Adaptation
AK Strand(s)	Pluralism	Ethics	Cultures	Cultures	Pluralism	Pluralism	Pluralism
Statement of Inquiry	Managing player conflict requires collaboration and understanding between differing perspectives.	Players can bring different perspectives to the application of strategies and rules.	Performers analyse different cultural movement patterns and adapt it their sequence.	Athletes and performers vary intensity and volume to bring the right balance in their training program and to allow further adaptation.	Managing player and team conflicts requires cooperation between differing perspectives.	Players who can transfer skills and knowledge from other games are more effective than those who see skills in isolation.	Performers respond & adapt to changing environments, challenges & situations.
Inquiry Questions	Why is it important to understand each other's viewpoints?	How can we use the opponent's court effectively?	How do the different cultures affect the patterns of movement in a performance?	Why do we use a six weeks cycle? Should we work-out every day to become fit? How does the human body adapt to new training load?	What specific positions are there and the roles. Why is teamwork important if football.	What games can we effectively transfer to an aquatic environment? When playing aquatic games e.g. under water hockey- what skills and strategies can I transfer?	What are the physical qualities do I need to work on to improve my athletics performance? Can the best athletes become the best leaders? Why do I need various drills to improve my learning of movements?
Subject Objectives	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance	A – Knowing & understanding B – Planning for performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance
Assessment Criteria	C,D	C,D	B,C,D	A,B	C,D	C,D	C,D
Summative Assessment	A half-court game	*Singles* game	A dance performance in their respective group	The students will design a six weeks training- program that is achievable taking into consideration the FITT theory. They will analyse their strengths and weaknesses and they will identify areas where appropriate changes are needed through a weekly personal report. A final report is also required.	The student will be assessed in the practical performance during a game situation how they execute different passes and dribbling to outwit a defender.	Small sided games – 2 v 2 3 v 3 4 v 4 Dependent on the activity	Students will: 1.Sprint over 5 hurdles. 2. Execute a discus throw using 1½ spin 3. Execute a triple jump after a 20m run-up or more. 4. Run a 600m for performance.
ATL Skills	Communication; Collaboration	Thinking	Self-management	Self-management	Communication skills	(Risk Taking) Confident	communication
Content	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner

MYP YEAR 7

Unit Title	Unit 1 Basketball	Unit 2 Badminton	Unit 3 Dance	Unit 4 Health & Fitness	Unit 5 Football	Unit 6 Lifesaving / Survival skills	Unit 7 Track & Field
Duration in Weeks	5 weeks	4 weeks	4 weeks	3 weeks	Football	6 out of 8 weeks	4 weeks
Global Context	Identities and relationship	Orientation in space and time	Personal and cultural expression	Identities and relationship	6 weeks	Orientation in space and time	Identities and relationship
Key Concept	Communication	Relationship	Change	Relationship	Personal and cultural expression	Communication	Communication
Subject Related Concept(s)	Interaction	Space	Movement	Systems/functions	Relationships Interaction	Choice / Environment	Perspectives / interaction
AK Strand(s)	Pluralism	Ethics	Cultures	Cultures	Pluralism	Pluralism	Pluralism
Statement of Inquiry	A team requires its players to have a good collaboration and understanding.	For a team to function effectively, all players should manage and cover the space efficiently.	The performers respond and adapt their sequence according to the music rhythm.	The use of technology can impact the function of body systems that support and mental well-being.	Team members must work together to develop team cohesion.	Dealing with emergencies requires knowledge and strategies. – Performers respond and adapt to changing environments, challenges and situations.	For cooperation to work effectively, it is everyone's responsibility to communicate respectfully to avoid conflicts
Inquiry Questions	Why is it important to have a team spirit?	What strategy will the team adapt to cover the space effectively?	How can music affect our performance?	How is scientific research affecting high level performance? How can the understandings of the human body system help in enjoying a healthy lifestyle? Is it true that high intensity always produces outstanding results?	What are the basic game rules. What would happen if we did not have the numbers regulation rule in the game. How do you keep you work cooperatively with your team members	How do we keep ourselves and these around us safe in an aquatic environment? What strategies do I need to employ when rescuing a casualty.	What are the factors should I consider to facilitate effective communication? How do I communicate with my peers? Is non-verbal communication more effective than verbal communication?
Subject Objectives	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance	A – Knowing & understanding B – Planning for performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance
Assessment Criteria	C,D	C,D	B,C,D	A,B	C,D	C,D	C,D
Summative Assessment	A modified basketball game.	A modified badminton game.	A dance performance in their respective group	Students will make a presentation relating their knowledge and understanding on how different body systems work together to allow an athlete to perform intensively.	The student will demonstrate different passes(inside of the foot, outside, in-step) in a game situation	Students will be assessed through their ability to apply their skills in an pre planned emergency scenario.	The students will demonstrate: 1. Crouch start, a sprint and finish. 2. A glide in shot-put; 3. A fosbury Flop in high-jump.
ATL Skills	Communication; Collaboration	Thinking	Self-management	Research	Communication skills	Caring	Communication
Content	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner

MYP YEAR 6

Unit Title	Unit 1 Basketball	Unit 2 Badminton	Unit 3 Dance	Unit 4 Health & Fitness	Unit 5 Football	Unit 6 Water games	Unit 7 Track & Field	Unit 8 Gymnastics
Duration in Weeks	5 weeks	4 weeks	4 weeks	3 weeks	4 weeks	6 out of 8 weeks	5 weeks	3 weeks
Global Context	Identities and relationship	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Personal and cultural expression	Orientation in space and time	Identities and relationship	Personal and cultural expression
Key Concept	Communication	Relationship	Change	Relationships	Relationships	Change	Change	Relationships
Subject Related Concept(s)	Interaction	Space	Movement	interaction and choice	Interaction	Adaptation	Energy and adaptation	Refinement
AK Strand(s)	Pluralism	Ethics	Cultures	Ethics	Ethics	Pluralism	Pluralism	Pluralism
Statement of Inquiry	A team requires its players to have a good collaboration and understanding.	For a team to function effectively, all players should manage and cover the space efficiently.	The performers respond and adapt their sequence according to the music rhythm.	Performance is affected by the quality of decision making	Team members must work together to develop team cohesion.	Through recording and self-analysis we are able to reflecting and adapt our technique so that we more effective and efficient in an aquatic environment.	An athlete should be able to analyse and compare his performance on a regular basis.	Through imitation we can develop originality . The human body is capable and performing and shaping itself in different ways.
Inquiry Questions	How can team members collaborate effectively for a good team work?	What strategy will the team adapt to cover the space effectively?	How can music affect our performance?	Is training the only factor that will affect my performance? What are the effects of social drug in a sportsman's life? Why are some sicknesses more predominant in some cultures?	What are the basic game rules. What would happen if we did not have the numbers regulation rule in the game. How do you keep you work cooperatively with your team members.	What are the simple measures that I can adapt to make me more efficient and effective in water.	What are the characteristics of a good athlete? How do I improve sports techniques? It is true that the more I train the better I become?	How can we link simple and complex gymnastics skills to create a routine? What components are necessary for choreography to be successful?
Subject Objectives	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance	A – Knowing & understanding B – Planning for performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	C- Applying & performing D- Reflecting & improving performance	B – Planning for performance C- Applying & performing D- Reflecting & improving performance
Assessment Criteria	C,D	C,D	B,C,D	A,B	C,D	C,D	C,D	B,C,D
Summative Assessment	A modified basketball game.	A modified badminton game.	A dance performance in their respective group	Students will make a presentation relating their knowledge and understanding on how the body reacts to social and/or illegal drugs in society and/or in sports.	The student will demonstrate different passes(inside of the foot, outside, in-step) in a game situation	Students will demonstrate a minimum of 25m for each stroke. Appropriate starts and turns.	The students will demonstrate: 1. long jump with a 20m run-up 2. Power position in shot-put and discus throw. 3. Run a 4 x 50m relay with none-visual baton exchange.	A gymnastics routine. Duet Lists of specific skills.
ATL Skills	Communication; Collaboration	Thinking	Self-management	Thinker	Communicator	Reflective	Transfer	Communication; Collaboration
Content	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner	Refer to unit planner