

INTERNATIONAL SCHOOL BASEL  
**ISB PHYSICAL & HEALTH  
EDUCATION CONTINUUM GUIDE**



# ISB Physical & Health Education Continuum Guide

## Mission

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- ISB Student

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# Introduction

## Context

All students at ISB participate in Physical Education and Health (PHE) classes. Whilst this continuum identifies the skills and areas of learning specific to ISB Physical and Health Education as a discrete subject, we view students holistically, support their wellbeing, and encourage meaningful interdisciplinary connections with other areas of learning, in particular Wellbeing and Science.

PE facilities vary across the three campuses, with purpose-built gyms in both Aesch and Reinach and rented premises in Fiechten. Both Reinach and Fiechten gyms are shared with a local Primary School.

Wellbeing is planned separately but considers students' skills in PHE and their physical and emotional development.

## Purpose of Physical & Health Education at ISB

The aspirations and expectations of the Physical and Health Education programme at ISB are to:

- Inspire our students to enjoy and engage in lifelong physical activity.
- Promote a healthy lifestyle and provide our students with an understanding of the importance of healthy living into adulthood.
- Ensure our students are safe, knowledgeable, confident and competent individuals:
  - By learning about, and through, movement within a variety of physical activities and sports,

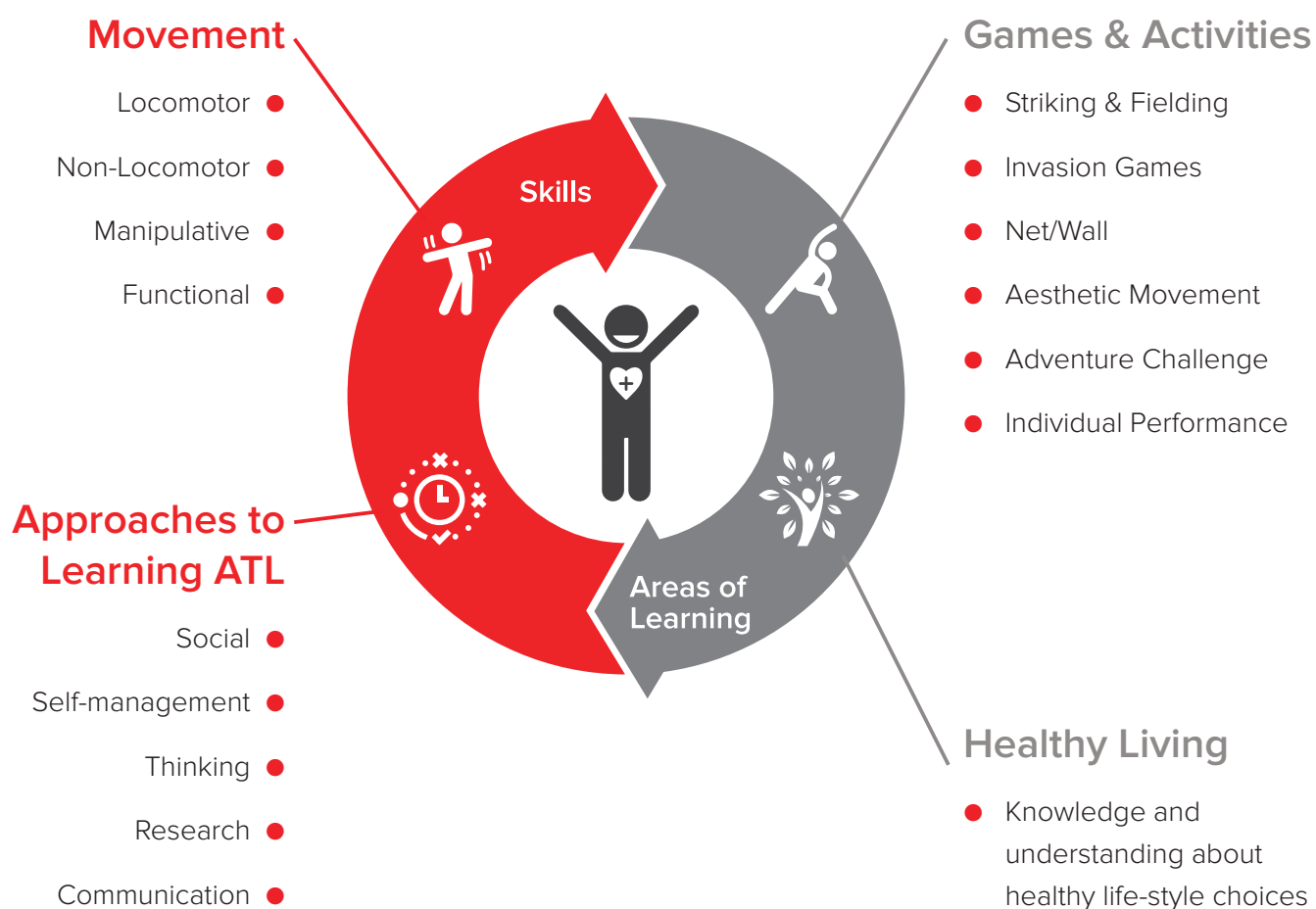
- By exposing our students to diverse physical skills, emphasising skill transference,
- By challenging our students physically and intellectually,
- By promoting positive social interactions between students, valuing dispositions such as sportsmanship, respect and tolerance for others, collaboration and self-awareness, and,
- By providing opportunities to participate in activities that develop their independence, initiative, intentionality, self-worth, resilience and perseverance.

*The following documents have informed the identification of the key drivers of our purpose: other national curricula, ISB guiding statements, IB Standards and Practices and the IB's statements about Physical and Health Education by programme.*

# Physical & Health Education at ISB

The organisation of ISB's Physical and Health Education Continuum includes the following sections:

- Skills
  - Movement
  - Approaches to Learning
- Areas of Learning
  - Games and Activities
  - Healthy Living



The ISB Physical and Health Education Continuum is organised in phases, in line with students' physical, social and emotional development.

Within each phase of development, we have identified expectations for each of the skills and “big ideas” explored within the learning areas. This will enable teachers to plan specific learning units and students to demonstrate their progress throughout the school.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	IB DP*
Junior School	EC1 EC2	EC3 GR1	GR2 GR3	GR4 GR5			
Middle School					GR6 GR7 GR8		
Senior School						GR9 GR10	GR 11 GR 12

\*Follows a separate programme

## Physical & Health Education teaching at ISB

### Junior School

IB Primary Years Programme: (Early Childhood 1-3, Grades 1-5)

- EC1-3: 1 period per week in addition to Waldkinder Program one day per week.
- Grade 1 - Gr5: 2 x 50-minute periods per week
- ISBX: Choice of activities which include physical activities

### Middle School

IB Middle Years Programme: (Grades 6, 7 and 8)

- Grade 6: 4 x 65-minute periods per cycle (2 weeks)
- Grade 7-8: 2 x 130 minutes per cycle (2 weeks)
- Grade 6-8: 1x 65-min period of well-being per week
- Students also have an activity block choice which may be a physical activity

### Senior School

IB Middle Years Programme: (Grades 9 and 10)

- 3 x 55-minute periods per week (all students must undertake this subject)
- 1 x 55-minute period of wellbeing per week

### IB Diploma Programmes: (Grade 11 and 12)

- 1 x 55-minute period per week (all students must undertake this subject)
- Choice of Sports, Exercise and Health Science as one of their DP subjects
- 1 x 55 minute period of wellbeing per week

### Whole school

- Athletics Competitive Sports Programme Grade 3-12
- ISBX After School Recreational Sports Activities: Junior-Middle-Senior School

# Physical & Health Education Skills



## Movement

<b>Locomotor</b>	Locomotor skills (such as running, jumping, hopping, skipping, galloping, leaping and dodging) are actions that move the body from one location to another.
<b>Non-locomotor</b>	Non-locomotor skills (such as bending, swaying, curling, stretching, twisting, turning, spinning, pushing, pulling, rocking, swinging, pivoting, balancing, counterbalancing, and counter-tension) are fundamental movements of the body that maintain stability and do not incorporate travel.
<b>Manipulative</b>	Manipulative skills (such as sending and receiving, rolling, catching, throwing, retaining, bouncing, trapping, volleying, dribbling, striking and kicking) are actions that involve coordination and control of the body and of equipment.
<b>Functional</b>	Functional skills (such as lunging, squatting, hinging, pushing and pulling) are compound, multi-joint movements that take joints through the full range of movement by engaging various muscles, usually initiated by the core. They build strength, stability and flexibility, allowing us to perform movements in everyday life (such as standing, sitting, lifting from the floor, pushing or pulling objects or ourselves) without risk of injury when performed correctly.



## Approaches to Learning

<b>Social</b>	<b>Sportsmanship</b> <b>Empathy/caring</b> <b>Cooperation</b> <b>Listening to others' perspectives</b> <b>Self-regulation</b>	<p>During physical and health education, learners will demonstrate the qualities of sportsmanship and empathy, as well as the skills of cooperation with others, listening to others' perspectives, and self-regulation. Learners will collaborate with their peers, planning group tasks, in competitive games and activities where they are required to achieve a common goal, both independently and with teacher guidance.</p>
<b>Self-management</b>	<b>Independence</b> <b>Following direction</b> <b>Perseverance</b> <b>Safety</b> <b>Managing emotions</b>	<p>Self-management skills are integral to physical and health education. Learners are given the opportunity to demonstrate independence and perseverance through various games and activities. The ways in which they manage their emotions internally and externally are vital to the way they collaborate with their peers. There is a key focus on safety and the ability to follow directions to ensure a well-rounded, responsible approach to learning.</p>
<b>Thinking</b>	<b>Reflection</b> <b>Transfer and application of skills</b> <b>Creative thinking, generating novel ideas</b>	<p>Learners will demonstrate their critical thinking skills through reflection and evaluation of their planning and performance. Learners are given the opportunity to make connections between different tasks in order to transfer knowledge and skills, thus enhancing their performance in unfamiliar activities. During creative planning, students will demonstrate the ability to create original content.</p>
<b>Research</b>	<b>Finding information</b>	<p>Research skills in latter phases involve learners utilising media sources to complement their existing knowledge and understanding within specific units.</p>
<b>Communication</b>	<b>Listening</b> <b>Speaking</b> <b>Exchanging information</b>	<p>Through interactions with others, learners are given the opportunity to demonstrate various forms of communication. Verbal and non-verbal communication are discussed in team-based environments, as well as the ability to actively listen to others and communicate effectively. Active participation is vital to progress towards respectful and logical communication within small and large groups.</p>



# Physical & Health Education Areas of Learning



## Games & Activities

<b>Striking &amp; Fielding</b>	<p>Striking/Fielding games are activities in which players score points by striking or kicking an object and running to designated playing areas or preventing opponents from scoring by retrieving the object and returning it to stop the play.</p>
<b>Invasion</b>	<p>An invasion game is the term used for any game with two teams on the same playing area, where the aim is to invade the opponents' territory to score a goal or point. These fast-paced games usually consist of teams of equal players and focus on teamwork, keeping possession, scoring and defending.</p>
<b>Net/Wall</b>	<p>Net/Wall Games are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. These activities can be played as singles, doubles or teams.</p>
<b>Aesthetic Movement</b>	<p>Aesthetic activities involve creating and refining a flowing sequence of movements in response to stimuli or given performance elements and/or criteria. The activity can communicate feelings, emotions and ideas, and the success of the activity is deemed by the quality, difficulty and uniqueness of the movements.</p>
<b>Adventure Challenge</b>	<p>Adventure Challenge activities include a variety of tasks that require the use of physical and critical-thinking skills by individuals and/or groups. Activities encourage collaborative group work and problem solving, and require individuals to adapt to an indoor or outdoor environment to solve problems and accomplish a common goal. They also recognise the role of the individual in group problem solving.</p>
<b>Individual Performance</b>	<p>These activities develop students' capacity for movement through locomotor and manipulative skills, and challenge them to reach and surpass their individual potential.</p>



## Healthy Living


This area of learning builds knowledge and understanding about healthy lifestyle choices; nutrition, hygiene, factors that contribute to a healthy lifestyle (leading to healthy growth and development), health-related fitness components (such as strength, flexibility, muscular endurance, cardiovascular endurance, and body composition) and fitness testing, safety (specifically injury prevention) and making connections for healthy living (focusing on disease and external influences).


## Skills & Areas of Learning per phase



- Skills
  - Movement (M1-4)
  - Approaches to Learning (ATL1-5)
- Areas of Learning
  - Games and Activities (GA1-6)
  - Healthy Living (HL1, HL2)

# Physical & Health Education Phases at ISB


## Phase 1: EC1 & EC2


SKILLS		Examples	By the end of this phase, learners:
 <p><b>Movement</b></p>	<p><b>Locomotor</b></p>	<p>Run, jump, hop, skip, gallop, leap and dodge</p>	<p><b>M1.1</b> Learners can attempt to perform locomotor skills in isolation and through simple movement composition. <i>Other expectations apply as of Phase 4.</i></p>
	<p><b>Non-locomotor</b></p>	<p>Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension</p>	<p><b>M2.1</b> Learners can attempt to perform non-locomotor skills in isolation and through simple movement composition.</p>
	<p><b>Manipulative</b></p>	<p>Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick</p>	<p><b>M3.1</b> Learners can attempt to manipulate their bodies and equipment individually, through safe exploratory play. <i>Other expectations apply as of Phase 5.</i></p>
	<p><b>Functional</b></p>	<p>Push, pull, lunge, squat, hinge</p>	<p><b>STARTS IN PHASE 2</b></p>

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="103 622 323 745"><b>Approaches to Learning</b></p>	<b>Social</b>	<ul style="list-style-type: none"> <li>● Sportsmanship</li> <li>● Empathy/Caring</li> <li>● Cooperation</li> <li>● Listening to others' perspectives</li> <li>● Self-regulation</li> </ul>	<p><b>ATL1.1.1</b> Learners begin to take turns and share with assistance.</p> <p><b>ATL1.2.1</b> Learners begin to help and care for others.</p> <p><b>ATL1.3.1</b> Learners begin to have awareness of their own and others' feelings and abilities.</p> <p><b>ATL1.4.1</b> Learners begin to listen actively and respectfully to others' ideas.</p> <p><b>ATL1.5.1</b> Learners begin to have an awareness of emotions, thoughts and actions.</p>
	<b>Self-management</b>	<ul style="list-style-type: none"> <li>● Independence</li> <li>● Following direction</li> <li>● Perseverance</li> <li>● Safety</li> <li>● Managing emotions</li> </ul>	<p><b>ATL2.1.1</b> Learners can complete teacher-assigned tasks with teacher assistance.</p> <p><b>ATL2.2.1</b> Learners are introduced to routines in PE.</p> <p><b>ATL2.3.1</b> Learners begin to demonstrate perseverance in tasks.</p> <p><b>ATL2.4.1</b> Learners begin to develop an awareness of personal space and boundaries.</p> <p><b>ATL2.5.1</b> Learners begin to develop an awareness of their emotions.</p>
	<b>Thinking</b>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Transfer and application of skills</li> <li>● Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.1</b> Learners begin to reflect on their learning by asking questions.</p> <p><b>ATL3.2.1 STARTS IN PHASE 2</b></p> <p><b>ATL3.3.1</b> Learners can understand questions about something they have been exposed to or experienced.</p>
	<b>Research</b>	<ul style="list-style-type: none"> <li>● Finding information</li> </ul>	<p><b>STARTS IN PHASE 4</b></p>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Exchanging information</li> </ul>	<p><b>ATL5.1.1</b> Learners begin to listen to and follow simple instructions.</p> <p><b>ATL5.2.1</b> Learners begin to understand feedback.</p> <p><b>ATL5.3.1</b> Learners begin to express themselves verbally (words) and non-verbally (body language).</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p><b>Games &amp; Activities</b></p>	<b>GA1. Aesthetic Movement</b>	Gymnastics, parkour, dance	<b>EXPLORATORY PLAY</b>
	<b>GA2. Invasion games</b>	Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee	<b>EXPLORATORY PLAY</b>
	<b>GA3. Net/wall games</b>	Volleyball, handball, tennis, badminton, squash	<b>EXPLORATORY PLAY</b>
	<b>GA4. Fielding/ striking games</b>	Cricket, softball, rounders, kinball	<b>EXPLORATORY PLAY</b>
	<b>GA5. Adventure Challenge</b>	Orienteering Indoor/ outdoor environment, obstacles courses and team building	<b>STARTS IN PHASE 4</b>
	<b>GA6. Individual-performance activities</b>	Track and field, cross-country and fitness	<b>STARTS IN PHASE 3</b>
 <p><b>Healthy Living</b></p>	<b>HL1. Understanding and making healthy choices</b>	<ul style="list-style-type: none"> <li>● Nutrition</li> <li>● Hygiene</li> <li>● Factors that contribute to a healthy lifestyle (healthy growth and development)</li> <li>● Making connections for healthy living (disease and external influences, e.g. media)</li> </ul>	<p><b>HL1.1.1</b> Our body needs water.</p> <p><b>HL1.2.1</b> It is important to wash our hands.</p> <p><b>STARTS IN PHASE 2</b></p> <p><b>STARTS IN PHASE 5</b></p>
	<b>HL2. Health related fitness (HRF)</b>	<ul style="list-style-type: none"> <li>● Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition</li> <li>● Fitness testing</li> <li>● Safety (injury prevention)</li> </ul>	<p><b>STARTS IN PHASE 2</b></p> <p><b>STARTS IN PHASE 5</b></p> <p><b>STARTS IN PHASE 2</b></p>


## Phase 2: EC3 &amp; Grade 1

SKILLS		Examples	By the end of this phase, learners:
 <p><b>Movement</b></p>	<b>Locomotor</b>	Run, jump, hop, skip, gallop, leap and dodge	<p><b>M1.2</b> Learners can identify and perform different locomotor skills in isolation and through simple orientation games.  <i>Other expectations apply as of Phase 4.</i></p>
	<b>Non-locomotor</b>	Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension	<p><b>M2.2</b> Learners can attempt to perform non-locomotor skills in isolation and through simple movement composition.</p>
	<b>Manipulative</b>	Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick	<p><b>M3.2</b> Learners can attempt to manipulate their bodies and equipment individually, through safe exploratory play.  <i>Other expectations apply as of Phase 5.</i></p>
	<b>Functional</b>	Push, pull, lunge, squat, hinge	<p><b>M4.2</b> Learners can attempt to establish starting position and stop in the correct finish position by following only 2 or 3 basic performance points. Movement patterns are immature with little core control.</p>

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="108 622 327 745"><b>Approaches to Learning</b></p>	<p><b>Social</b></p>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Empathy/Caring</li> <li>• Cooperation</li> <li>• Listening to others' perspectives</li> <li>• Self-regulation</li> </ul>	<p><b>ATL1.1.2</b> Learners can explain the importance of taking turns and sharing.</p> <p><b>ATL1.2.2</b> Learners begin to show empathy by helping and caring for others.</p> <p><b>ATL1.3.2</b> Learners begin to have an awareness of their own and others' feelings and abilities, and their impact as members of a learning group.</p> <p><b>ATL1.4.2</b> Learners can listen to others in group discussions and group work.</p> <p><b>ATL1.5.2</b> Learners begin to manage anger and resolve conflict.</p>
	<p><b>Self-management</b></p>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Following direction</li> <li>• Perseverance</li> <li>• Safety</li> <li>• Managing emotions</li> </ul>	<p><b>ATL2.1.2</b> Learners begin to choose and complete tasks with teacher assistance.</p> <p><b>ATL2.2.2</b> Learners begin to follow classroom routines (remembering and wearing their PE kit, tidying up materials and space) and directions.</p> <p><b>ATL2.3.2</b> Learners begin to demonstrate perseverance in tasks and to show the ability to adjust to new situations.</p> <p><b>ATL2.4.2</b> Learners begin to take responsibility for their own well-being; exploring personal space and identifying boundaries.</p> <p><b>ATL2.5.2</b> Learners begin to manage their emotions.</p>
	<p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Transfer and application of skills</li> <li>• Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.2</b> Learners can respond to feedback from the teacher on their strengths and areas for improvement.</p> <p><b>ATL3.2.2</b> Learners can use existing knowledge and skills to move safely around people and equipment in familiar situations.</p> <p><b>ATL3.3.2</b> Learners begin to respond to questions about something they have been exposed to or experienced.</p>
	<p><b>Research</b></p>	<ul style="list-style-type: none"> <li>• Finding information</li> </ul>	<p><b>STARTS IN PHASE 4</b></p>



SKILLS		Examples	By the end of this phase, learners:
	Communication	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Exchanging information</li> </ul>	<p><b>ATL5.1.2</b> Learners can listen to and follow simple instructions, and ask for clarifications.</p> <p><b>ATL5.2.2</b> Learners can receive feedback.</p> <p><b>ATL5.3.2</b> Learners can express themselves verbally and non-verbally and be understood.</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p>Games &amp; Activities</p>	<b>GA1. Aesthetic Movement</b>	Gymnastics, parkour, dance	<b>GA.1.2</b> We can move creatively.
	<b>GA2. Invasion games</b>	Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee	<b>GA 2.2</b> Roles and behaviours are important and can affect a team.
	<b>GA3. Net/wall games</b>	Volleyball, handball, tennis, badminton, squash	<b>STARTS IN PHASE 4</b>
	<b>GA4. Fielding/ striking games</b>	Cricket, softball, rounders, kinball	<b>STARTS IN PHASE 4</b>
	<b>GA5. Adventure Challenge</b>	Orienteering Indoor/outdoor environment, obstacles courses and team building	<b>STARTS IN PHASE 4</b>
	<b>GA6. Individual-performance activities</b>	Track and field, cross-country and fitness	<b>STARTS IN PHASE 3</b>



**HL1. Understanding and making healthy choices**

- Nutrition
- Hygiene
- Factors that contribute to a healthy lifestyle (healthy growth and development)
- Making connections for healthy living (disease and external influences, e.g. media)

**HL1.1.2** Our body needs fruit and vegetables.  
**HL1.2.2** It is important to wash our bodies.  
**HL1.3.2a** Our bodies need to be active in order to stay healthy.  
**HL1.3.2b** There are different ways to be active depending on your location (home, school, extra-curricular).

**STARTS IN PHASE 5**

**HL2. Health related fitness (HRF)**


- Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition
- Fitness testing
- Safety (injury prevention)


**HL2.1.2** Our body changes when it is active (e.g. heart beats faster, sweaty, red face).

**STARTS IN PHASE 5**


**HL2.3.2** Cooling down from exercise is important to calm our bodies down.

## Phase 3: Grade 2 - Grade 3

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="113 618 304 656"><b>Movement</b></p>	<b>Locomotor</b>	Run, jump, hop, skip, gallop, leap and dodge	<p><b>M1.3</b> Learners can consistently perform a variety of locomotor skills with proficiency within simplified games. <i>Other expectations apply as of Phase 4.</i></p>
	<b>Non-locomotor</b>	Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension	<p><b>M2.3</b> Learners can consistently perform a variety of non-locomotor skills with proficiency within simple movement composition.</p>
	<b>Manipulative</b>	Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick	<p><b>M3.3</b> Learners can send, receive and retain an object using a variety of body parts and equipment, individually and with others, within simple games. <i>Other expectations apply as of Phase 5.</i></p>
	<b>Functional</b>	Push, pull, lunge, squat, hinge	<p><b>M4.3</b> Learners can establish starting position and stop in the correct finish position by following only 3 to 4 basic performance points. Movement patterns are becoming more mature with more control of the core.</p>

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="108 622 327 750"><b>Approaches to Learning</b></p>	<b>Social</b>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Empathy/Caring</li> <li>• Cooperation</li> <li>• Listening to others' perspectives</li> <li>• Self-regulation</li> </ul>	<p><b>ATL1.1.3</b> Learners begin to work cooperatively and begin to demonstrate sportsmanship.</p> <p><b>ATL1.2.3</b> Learners begin to practice empathy by helping and caring for others.</p> <p><b>ATL1.3.3</b> Learners can practice and encourage cooperative behaviours when working in a group.</p> <p><b>ATL1.4.3</b> Learners begin to discuss ideas and strategies before starting games/group work.</p> <p><b>ATL1.5.3</b> Learners can react reasonably to challenging situations with support</p>
	<b>Self-management</b>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Following direction</li> <li>• Perseverance</li> <li>• Safety</li> <li>• Managing emotions</li> </ul>	<p><b>ATL2.1.3</b> Learners begin to choose and complete tasks independently.</p> <p><b>ATL2.2.3</b> Learners can follow classroom routines (remembering and wearing their PE kit, tidying up materials and space) and directions.</p> <p><b>ATL2.3.3</b> Learners can demonstrate perseverance and resilience in tasks and to show the ability to adjust to new situations.</p> <p><b>ATL2.4.3</b> Learners can take responsibility for their own well-being and the well-being of others by respecting personal space, equipment and boundaries.</p> <p><b>ATL2.5.3</b> Learners can begin to manage their emotions and work through setbacks and disappointment.</p>

SKILLS		Examples	By the end of this phase, learners:
	<b>Thinking</b>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Transfer and application of skills</li> <li>● Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.3</b> Learners can identify their own strengths and areas for improvement.</p> <p><b>ATL3.2.3</b> Learners begin to use existing knowledge and skills in new situations or when solving a problem.</p> <p><b>ATL3.3.3</b> Learners can competently respond to questions about something they have been exposed to or experienced.</p>
	<b>Research</b>	<ul style="list-style-type: none"> <li>● Finding information</li> </ul>	<p><b>STARTS IN PHASE 5</b></p>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Exchanging information</li> </ul>	<p><b>ATL5.1.3</b> Learners can listen actively to, and follow, multi-step instructions, asking for clarification when necessary.</p> <p><b>ATL5.2.3</b> Learners can give and receive feedback.</p> <p><b>ATL5.3.3</b> Learners can express themselves clearly and participate in conversations.</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p><b>Games &amp; Activities</b></p>	<b>GA1. Aesthetic Movement</b>	Gymnastics, parkour, dance	<b>GA1.3</b> Movements can convey a feeling, emotion or idea.
	<b>GA2. Invasion games</b>	Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee	<b>GA2.3a</b> The characteristics and skills of individual players affect the team. <b>GA2.3b</b> Rules and team composition vary between games.
	<b>GA3. Net/wall games</b>	Volleyball, handball, tennis, badminton, squash	<b>STARTS IN PHASE 4</b>
	<b>GA4. Fielding/ striking games</b>	Cricket, softball, rounders, kinball	<b>STARTS IN PHASE 4</b>
	<b>GA5. Adventure Challenge</b>	Orienteering Indoor/outdoor environment, obstacles courses and team building	<b>STARTS IN PHASE 4</b>
	<b>GA6. Individual-performance activities</b>	Track and field, cross-country and fitness	<b>GA6.3</b> Different individual performance activities help us learn about our physical abilities.



**HL1. Understanding and making healthy choices**

- Nutrition
- Hygiene
- Factors that contribute to a healthy lifestyle (healthy growth and development)
- Making connections for healthy living (disease and external influences, e.g. media)

**HL1.1.3** There are healthy and unhealthy nutritional choices.  
**HL1.2.3** Good hygiene leads to good body health.  
**HL1.3.3** Our food choices and hygiene contribute to healthy growth and development.

**STARTS IN PHASE 5**

**HL2. Health related fitness (HRF)**


- Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition
- Fitness testing
- Safety (injury prevention)

**HL2.1.3** Strength, flexibility and stamina play a role in our general fitness.


**STARTS IN PHASE 5**

**HL2.3.3** Locomotor skills can be used to warm up for, and cool down from, activities.


## Phase 4: Grade 4- Grade 5

SKILLS		Examples	By the end of this phase, learners:
 <p><b>Movement</b></p>	<p><b>Locomotor</b></p>	<p>Run, jump, hop, skip, gallop, leap and dodge</p>	<p><b>M1.4</b> Learners can perform a variety of linked locomotor skills with variations of location/space, direction, level and time within more structured games and creative movement routines.</p>
	<p><b>Non-locomotor</b></p>	<p>Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension</p>	<p><b>M1-2.4 (Locomotor and Non-locomotor)</b> Learners can combine simple locomotor and non-locomotor skills to make a movement sequence.</p> <p><b>M2.4</b> Learners can perform a variety of linked non-locomotor skills with variations of location/space, direction, level and time within more structured games and creative movement sequences.</p>
	<p><b>Manipulative</b></p>	<p>Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick</p>	<p><b>M3.4</b> Learners can perform a variety of manipulative skills with increasing body and space awareness (individually and in gameplay, introducing sport-specific skills). <i>Other expectations apply as of Phase 5.</i></p>
	<p><b>Functional</b></p>	<p>Push, pull, lunge, squat, hinge</p>	<p><b>M4.4</b> Learners can perform movements with better consistency in positions and are starting to perform with un-weighted or very light objects where appropriate.</p>



SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="103 622 327 750"><b>Approaches to Learning</b></p>	<b>Social</b>	<ul style="list-style-type: none"> <li>● Sportsmanship</li> <li>● Empathy/Caring</li> <li>● Cooperation</li> <li>● Listening to others' perspectives</li> <li>● Self-regulation</li> </ul>	<p><b>ATL1.1.4</b> Learners can work cooperatively and demonstrate sportsmanship.</p> <p><b>ATL1.2.4</b> Learners can practice empathy and help others to succeed.</p> <p><b>ATL1.3.4</b> Learners are aware of how their actions impact a group and can make fair and equitable decisions.</p> <p><b>ATL1.4.4a</b> Learners can listen to each other in a conflict situation and discuss how to solve problems with peers.</p> <p><b>ATL1.4.4b</b> Learners can begin to make compromises to solve a problem.</p> <p><b>ATL1.4.4c</b> Learners can listen attentively to group discussions and teachers.</p> <p><b>ATL1.5.4</b> Learners can express their needs clearly and implement some strategies to solve individual and/or group conflicts.</p>
	<b>Self-management</b>	<ul style="list-style-type: none"> <li>● Independence</li> <li>● Following direction</li> <li>● Perseverance</li> <li>● Safety</li> <li>● Managing emotions</li> </ul>	<p><b>ATL2.1.4</b> Learners can choose and complete tasks independently.</p> <p><b>ATL2.2.4</b> Learners can successfully follow classroom routines and directions.</p> <p><b>ATL2.3.4-6 (Phases 4-6)</b> Learners can demonstrate perseverance and resilience in tasks and adjust to new situations.</p> <p><b>ATL2.4.3-6 (Phases 3-6)</b> Learners can take responsibility for their own well-being and the well-being of others by respecting personal space, equipment and boundaries.</p> <p><b>ATL2.5.4-6 (Phases 4-6)</b> Learners can manage their emotions and work through setbacks and disappointment.</p>

SKILLS		Examples	By the end of this phase, learners:
	<b>Thinking</b>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Transfer and application of skills</li> <li>● Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.4</b> Learners can identify and act on their strengths and areas for improvement.</p> <p><b>ATL3.2.4</b> Learners can use existing knowledge and skills in new situations or when solving a problem.</p> <p><b>ATL3.3.4</b> Learners can use their exposure and responses to different experiences and resources to generate new ideas.</p>
	<b>Research</b>	<ul style="list-style-type: none"> <li>● Finding information</li> </ul>	<p><b>ATL4.1.4</b> Learners can use online platforms to find information.</p>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Exchanging information</li> </ul>	<p><b>ATL5.1.4</b> Learners can listen actively to, and follow, complex, multi-step directions.</p> <p><b>ATL5.2.4</b> Learners can give and receive feedback and feed forward.</p> <p><b>ATL5.3.4</b> Learners can express themselves clearly, logically and respectfully, and participate in conversations.</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p><b>Games &amp; Activities</b></p>	<b>GA1. Aesthetic Movement</b>	Gymnastics, parkour, dance	<b>GA1.4</b> Team communication and coordination add aesthetic value to a floor performance.
	<b>GA2. Invasion games</b>	Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee	<b>GA2.4a</b> An effective team has particular characteristics. <b>GA2.4b</b> There are differences between attack and defense and the purpose of movements.
	<b>GA3. Net/wall games</b>	Volleyball, handball, tennis, badminton, squash	<b>GA3-4.4</b> Different games have different rules and different skills needed to play them successfully.
	<b>GA4. Fielding/ striking games</b>	Cricket, softball, rounders, kinball	<b>GA3-4.4</b> Different games have different rules and different skills needed to play them successfully.
	<b>GA5. Adventure Challenge</b>	Orienteering Indoor/outdoor environment, obstacles courses and team building	<b>GA5.4</b> Team-building games improve interpersonal skills. Grade 5 ONLY
	<b>GA6. Individual-performance activities</b>	Track and field, cross-country and fitness	<b>GA6.4</b> Individuals set goals to develop skills in order to achieve better results by enhancing performance.



**HL1. Understanding and making healthy choices**

- Nutrition
- Hygiene
- Factors that contribute to a healthy lifestyle (healthy growth and development)
- Making connections for healthy living (disease and external influences, e.g. media)

**HL1.1.4** Our body needs a balanced diet.

**HL1.2.4** Building good habits (like washing kit regularly) maintains good hygiene.

**HL1.3.4** Getting enough sleep, food and water, and regular exercise are important factors in staying healthy.

**STARTS IN PHASE 5**

**HL2. Health related fitness (HRF)**


- Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition
- Fitness testing
- Safety (injury prevention)


**HL2.1.4** There are different components of fitness: muscular strength, muscular endurance, flexibility and cardiovascular endurance.

**STARTS IN PHASE 5**


**HL2.3.4** Injuries can be prevented by warming up and cooling down.

## Phase 5: Grade 6 - Grade 8

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="113 618 304 656"><b>Movement</b></p>	<b>Locomotor</b>	Run, jump, hop, skip, gallop, leap and dodge	<b>M1-2.5a (Locomotor and non-locomotor)</b> Learners can perform a variety of linked locomotor and non-locomotor skills through a variety of formal games/sports and aesthetic activities.
	<b>Non-locomotor</b>	Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension	<b>M1-2.5b (Locomotor and non-locomotor)</b> Learners can create and refine movement sequences.
	<b>Manipulative</b>	Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick	<p data-bbox="975 898 1449 1066"><b>M3.5a</b> Learners can use their body to control, coordinate and manipulate space and equipment in a variety of contexts (individual, gameplay and sport-specific).</p> <p data-bbox="975 1111 1481 1200"><b>M3.5b</b> Learners can sometimes transfer and adapt manipulative skills to new situations.</p>
	<b>Functional</b>	Push, pull, lunge, squat, hinge	<b>M4.5</b> Learners can perform skills with control of core and a greater range of motion and where appropriate with light weights. Learners are starting to follow a greater number of and more detailed points of performance.

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="108 622 325 748"><b>Approaches to Learning</b></p>	<b>Social</b>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Empathy/Caring</li> <li>• Cooperation</li> <li>• Listening to others' perspectives</li> <li>• Self-regulation</li> </ul>	<p><b>ATL1.1.5a</b> Learners can begin to develop leadership skills through collaborative activities</p> <p><b>ATL1.1.5b</b> Learners can solve conflicts by taking responsibility and active listening.</p> <p><b>ATL1.1.5c</b> Learners can understand and accept another person's point of view and demonstrate empathy.</p>
	<b>Self-management</b>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Following direction</li> <li>• Perseverance</li> <li>• Safety</li> <li>• Managing emotions</li> </ul>	<p><b>ATL2.1.5</b> Learners can begin to lead a task.</p> <p><b>ATL2.2.5-6</b> (Phases 5-6) Learners can successfully maintain focus on, and complete, tasks within a specified time limit.</p> <p><b>ATL2.2.4-6</b> (Phases 4-6) Learners can demonstrate perseverance and resilience in tasks and adjust to new situations.</p> <p><b>ATL2.4.3-6</b> (Phases 3-6) Learners can take responsibility for their own well-being and the well-being of others by respecting personal space, equipment and boundaries.</p> <p><b>ATL2.5.4-6</b> (Phases 4-6) Learners can manage their emotions and work through setbacks and disappointment.</p>

SKILLS		Examples	By the end of this phase, learners:
	<b>Thinking</b>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Transfer and application of skills</li> <li>• Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.5</b> Learners can effectively describe and explain performance.</p> <p><b>ATL3.2.5</b> Learners can apply knowledge and skills to solve problems set in familiar and unfamiliar situations.</p> <p><b>ATL3.3.5</b> Learners can generate and apply original ideas then describe and explain their actions and decisions.</p>
	<b>Research</b>	<ul style="list-style-type: none"> <li>• Finding information</li> </ul>	<p><b>ATL4.1.5</b> Learners can watch videos of performance to gain information.</p>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Exchanging information</li> </ul>	<p><b>ATL5.1.5</b> Learners can listen actively and direct others.</p> <p><b>ATL5.2.5</b> Learners can successfully give and receive meaningful feedback and feedforward.</p> <p><b>ATL5.3.5</b> Learners can express themselves in small and large groups, and negotiate ideas with peers and teachers.</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p><b>Games &amp; Activities</b></p>	<p><b>GA1. Aesthetic Movement</b></p>	<p>Gymnastics, parkour, dance</p>	<p><b>GA1.5</b> Through appropriate planning and using a feedback loop we can refine creative movement and express ideas effectively (individual and team).</p>
	<p><b>GA2. Invasion games</b></p>	<p>Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee</p>	<p><b>GA2.5</b> By moving into space (away from play) an individual can be an option for the team.</p>
	<p><b>GA3. Net/wall games</b></p>	<p>Volleyball, handball, tennis, badminton, squash</p>	<p><b>GA3.5</b> The way in which we manipulate an opponent's movement creates space to plan an attack.</p>
	<p><b>GA4. Fielding/ striking games</b></p>	<p>Cricket, softball, rounders, kin-ball</p>	<p><b>GA4.5</b> Decision-making and risk taking are guided by the current game situation (roles and responsibilities) and state of play.</p>
	<p><b>GA5. Adventure Challenge</b></p>	<p>Orienteering Indoor/outdoor environment, obstacles courses and team building</p>	<p><b>GA5.5</b> We learn about ourselves and others in a team situation through exploration of the environment.</p>
	<p><b>GA6. Individual-performance activities</b></p>	<p>Track and field, cross-country and fitness</p>	<p><b>GA6.5</b> Personal performance helps us plan for individualised improvement through training.</p>





**HL1. Understanding and making healthy choices**

- Nutrition
- Hygiene
- Factors that contribute to a healthy lifestyle (healthy growth and development)
- Making connections for healthy living (disease and external influences, e.g. media)

**HL2. Health related fitness (HRF)**

- Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition
- Fitness testing
- Safety (injury prevention)

**HL1.1.5** Levels of hydration and macronutrients have different effects on the body.

**HL1.2.5** Changes in the body impact our hygiene routines.

**HL1.3.5** Reflecting on our lifestyle decisions enables us to recognise the quality of our choices.

**HL1.4.5a** The media uses words and images to impact our lifestyle and choices.

**HL1.4.5b** Individuals' behaviours and choices impact those around them.


**HL2.1.5a** HRF components can impact both our daily life and our sporting performance.


**HL2.1.5b** HRF can be improved through training.

**HL2.2.5** Fitness testing helps us identify our strengths and weaknesses.


**HL2.3.5** Injuries can be prevented and performance improved by warming up using specific dynamic progressive activities and through effective cool down methods.

## Phase 6: Grade 9- Grade 10

SKILLS		Examples	By the end of this phase, learners:
 <p><b>Movement</b></p>	<b>Locomotor</b>	Run, jump, hop, skip, gallop, leap and dodge	M1-2.6a (Locomotor and non-locomotor) Learners can perform a variety of linked locomotor and non-locomotor skills with more complex movement patterns effectively in games/sports and aesthetic activities.
	<b>Non-locomotor</b>	Bend, sway, curl, stretch, twist, turn, spin, push, pull, rock, swing, pivot, balance, counterbalance, counter-tension	M1-2.6b (Locomotor and non-locomotor) Learners can create more complex structured movement routines which they can teach and communicate to others.
	<b>Manipulative</b>	Body and equipment coordination and control, sending and receiving: roll, catch, throw, retain, bounce, trap, volley, dribble, strike and kick	M3.6a Learners can use their body to efficiently and effectively control, coordinate and manipulate space and equipment in a variety of contexts (individual, gameplay and sport-specific).  M3.6b Learners can transfer and modify manipulative skills in a variety of contexts.
	<b>Functional</b>	Push, pull, lunge, squat, hinge	M4.6 Learners can perform movements with consistently correct form including an increasing load where appropriate. Can follow a number of more complex performance points and can transfer movement patterns from the gym to real life.

SKILLS		Examples	By the end of this phase, learners:
 <p data-bbox="105 622 325 748"><b>Approaches to Learning</b></p>	<b>Social</b>	<ul style="list-style-type: none"> <li>● Sportsmanship</li> <li>● Empathy/Caring</li> <li>● Cooperation</li> <li>● Listening to others' perspectives</li> <li>● Self-regulation</li> </ul>	<p><b>ATL1.1.6a</b> Learners are able to lead small groups and follow the leadership of others.</p> <p><b>ATL1.1.6b</b> Learners can effectively negotiate, compromise and empathise with others.</p>
	<b>Self-management</b>	<ul style="list-style-type: none"> <li>● Independence</li> <li>● Following direction</li> <li>● Perseverance</li> <li>● Safety</li> <li>● Managing emotions</li> </ul>	<p><b>ATL2.1.6</b> Learners can lead a task independently.</p> <p><b>ATL2.2.5-6 (Phases 5-6)</b> Learners can successfully maintain focus on, and complete, tasks within a specified time limit.</p> <p><b>ATL2.3.4-6 (Phases 4-6)</b> Learners can demonstrate perseverance and resilience in tasks and adjust to new situations.</p> <p><b>ATL2.4.3-6 (Phases 3-6)</b> Learners can take responsibility for their own well-being and the well-being of others by respecting personal space, equipment and boundaries.</p> <p><b>ATL2.5.4-6 (Phases 4-6)</b> Learners can manage their emotions and work through setbacks and disappointment.</p>

SKILLS		Examples	By the end of this phase, learners:
	<b>Thinking</b>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Transfer and application of skills</li> <li>• Creative thinking, generating novel ideas</li> </ul>	<p><b>ATL3.1.6</b> Learners can effectively analyse and evaluate performance.</p> <p><b>ATL3.2.6</b> Learners can apply knowledge and skills to solve complex problems set in familiar and unfamiliar situations and make appropriate decisions.</p> <p><b>ATL3.3.6</b> Learners can design original work then explain and justify their actions and decisions.</p>
	<b>Research</b>	<ul style="list-style-type: none"> <li>• Finding information</li> </ul>	<p><b>ATL4.1.6</b> Learners can watch others' live performance to gain information.</p>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Exchanging information</li> </ul>	<p><b>ATL5.1.6</b> Learners can teach and communicate their routines to others, while adjusting to verbal and non-verbal cues.</p> <p><b>ATL5.2.6</b> Learners can successfully give and receive meaningful, specific, detailed feedback and feedforward.</p> <p><b>ATL5.3.6</b> Learners can communicate clearly when in a position of leadership.</p>

AREAS OF LEARNING	Type	Examples	Big Ideas
 <p><b>Games &amp; Activities</b></p>	<b>GA1. Aesthetic Movement</b>	Gymnastics, parkour, dance	<b>GA1.6</b> The success of an expressive group routine is determined by the interactions with equipment and between team members.
	<b>GA2. Invasion games</b>	Soccer, basketball, netball, yoshi, uni hockey, ultimate frisbee	<b>GA2.6</b> An individuals' skills, strategies, competencies and leadership impact the success of a team.
	<b>GA3. Net/wall games</b>	Volleyball, handball, tennis, badminton, squash	<b>GA3.6</b> Positions and use of space change constantly based on defense or attack strategies as well as the opponents' decisions.
	<b>GA4. Fielding/ striking games</b>	Cricket, softball, rounders, kinball	<b>GA4.6</b> Knowing and understanding the strengths and weaknesses within a team supports decision making when playing.
	<b>GA5. Adventure Challenge</b>	Orienteering Indoor/outdoor environment, obstacles courses and team building	
	<b>GA6. Individual-performance activities</b>	Track and field, cross-country and fitness	<b>GA6.6</b> Training for physical performance requires specific and detailed planning based on the desired outcome and application of training principles.



Healthy Living

**HL1. Understanding and making healthy choices**

- Nutrition
- Hygiene
- Factors that contribute to a healthy lifestyle (healthy growth and development)
- Making connections for healthy living (disease and external influences, e.g. media)

**HL2. Health related fitness (HRF)**

- Components: strength, flexibility, muscular endurance, cardiovascular endurance, body composition
- Fitness testing
- Safety (injury prevention)

**HL1.1.6** The balance of micro and macronutrients impact how our body functions and determines optimal health.

**HL1.2.6** Responsible hygiene routines support social interactions.

**HL1.3.6** Maintaining balance between exercise, food choices, sleep and stress maximises growth, development and wellbeing.

**HL1.4.6a** Nutrition and exercise have an impact on health issues and disease.

**HL1.4.6b** Media and marketing influence nutrition and exercise habits.

**HL2.1.6** HRF training principles enable us to develop relevant and meaningful training plans.

**HL2.2.6** Fitness testing can be used to create an appropriate plan to improve performance and assess progress.

**HL2.3.6** The specific characteristics of an activity leads to targeted warm up design.

**More Information**

## ISB contact

If you have questions about the Physical and Health Education programme at ISB, please contact:

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