




PYP PHYSICAL EDUCATION



International School
of Hellerup

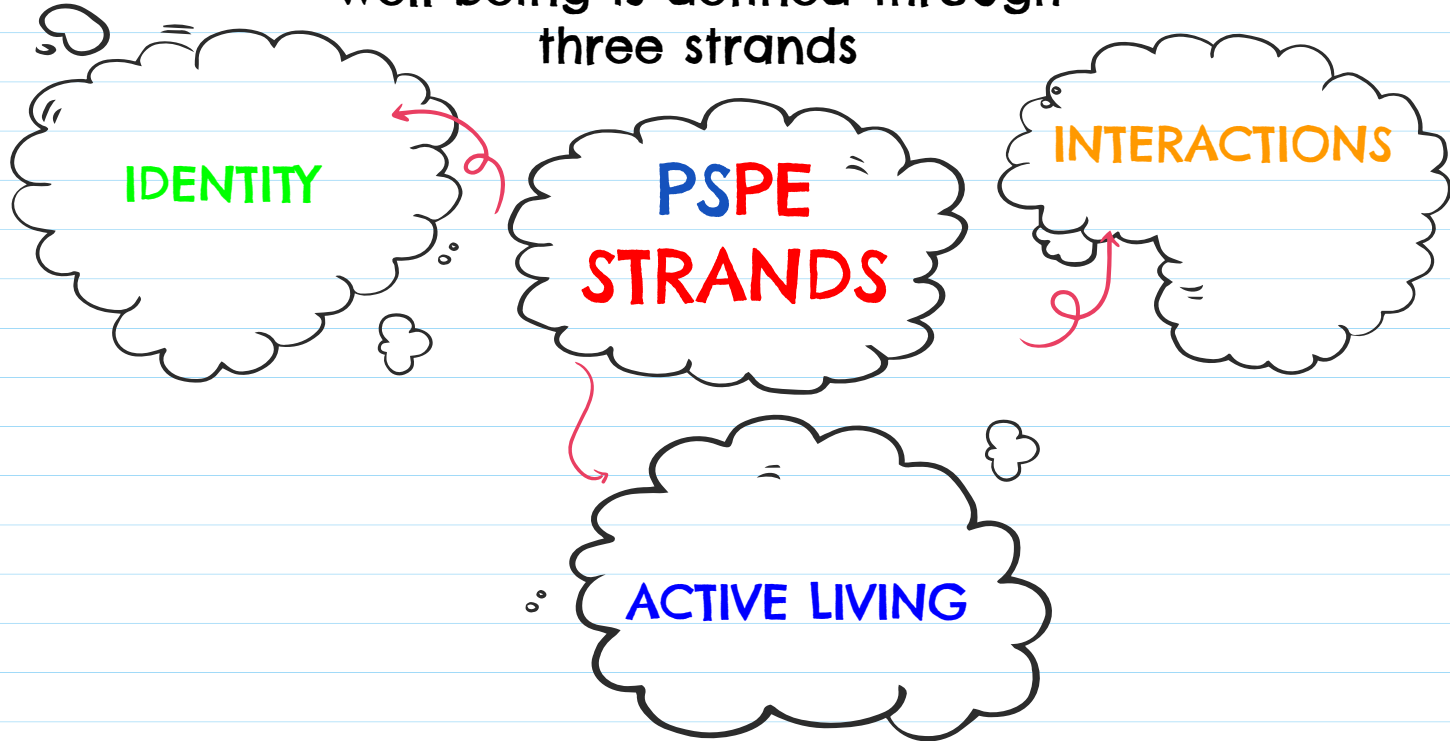
Laura Demaria



Purposes of Physical Education in PYP:

- Promoting physical, intellectual, emotional and social development.
- Encourage choices that contribute to long- term healthy living.
- Understand the cultural significance of physical activities for individuals and communities.
- Learning and improve movement skills by participating in games and sports experiences.

The development of overall
well-being is defined through
three strands



What do we want students to know?

IDENTITY

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

What do we want students to know?

ACTIVE LIVING

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

What do we want students to know?

INTERACTIONS

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

- A balanced PE curriculum
- includes the following
- types of experiences.

**Individual
pursuits**

**Movement
composition**

Games

**Adventure
challenges**

**Health-related
fitness**

PE Learning experiences

Individual pursuits:

The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities; recognizing a high level of achievement and how to improve a performance.

Movement composition:

Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance, martial arts).

Games:

Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

Adventure challenges:

A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

Health-related fitness:

Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

ASSESSMENT



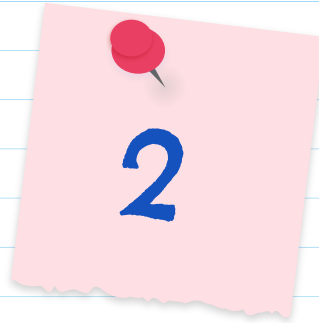
- **SUMMATIVE**
1 per unit
- **TYPE**
Varied (practicals, video, posters, exercise/skill plans, journal)
- **FORMATIVE**
Verbal feedback, peer/self assessments.

What can students do?



ARRIVE ON TIME

Be on time if PE is their first lesson in the morning (location can change based on the activity or the weather)



BE READY

Always bring full PE kit: **PE bag** to carry clean indoor PE shoes, water bottle & a healthy snack.

Wear PE clothes on the day they have PE!



TRY THEIR BEST

Actively participate, be a risk taker with new activities and have fun

How can parents help?

EXERCISE

Encourage your child to be active for at least **1 hour daily**.

Don't underestimate the power of your example. Be active with them, if possible!

SLEEP

Promote the importance of enough sleep for a happy and healthy mind & body!

HEALTHY SNACKS

Provide healthy snacks and lunches

PE KIT

Help your child to always be ready for their PE lesson with kit.

Please notify me if your child cannot participate due to illness/injury.

*For PYP3B, PYP4 and PYP5 students and families:

- If your child comes late to school, they will need to stay in the reception and wait for their class to return from the PE lesson... unless you 'll bring them to the gym 😊

- [link:Route to Rymarksvej](#)

- [link:Route to Rymarksvej-through the forest](#)



PE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PYP5A RYMARKSVEJ OR OUTDOORS	PYP3B RYMARKSVEJ OR OUTDOORS	PYP4A RYMARKSVEJ OR OUTDOORS	PYP4B RYMARKSVEJ OR OUTDOORS	PYP5B RYMARKSVEJ OR OUTDOORS
KB RYMARKSVEJ OR OUTDOORS	PREK-4B RYMARKSVEJ OR OUTDOORS	PRE-K3 PE ROOM OUTDOORS	KA RYMARKSVEJ OR OUTDOORS	PRE-K4A RYMARKSVEJ OR OUTDOORS
PYP2A RYMARKSVEJ OR OUTDOORS	PYP1A RYMARKSVEJ OR OUTDOORS	PYP2B RYMARKSVEJ OR OUTDOORS	PYP1B RYMARKSVEJ OR OUTDOORS	PYP3A RYMARKSVEJ OR OUTDOORS

Please note:

***PE lessons**

will take place indoor at

Rymarksvej (by the Blind institute)

or sometimes outdoors.

***All children must be prepared for all
types of weather.**

Pyp PE hall Rymarksvej 1



**For PE
queries
please
contact
me via
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