



A.G. Bell Elementary Physical Education

Our Journey to Achieving Physical Literacy

K-5 Curriculum Map for 25-26 School Year



Physical Literacy is the ability to move with competence and confidence in a wide variety of physical activities across multiple environments, supporting the healthy development of the whole person- academically, mentally, physically and socially. At its core, physical literacy is the **ability, confidence, desire, and joy** to be physically active for life.

During their time at Bell Elementary, students travel the physical literacy journey through **exceptional learning experiences** in PE class, recess, the community, and at home. The Bell PE program focuses on four key areas of growth along their journey to becoming healthy.

- **Motor Skills-** Developing movement patterns such as running, jumping, throwing, catching, dribbling, kicking, and striking.
- **Movement and Fitness Concepts-** Building knowledge of movement strategies and tactics as well as health-related and skill-related fitness.
- **Social Skills Through Movement-** Strengthening cooperation, communication, teamwork, empathy, and respect while fostering emotional well-being and building healthy relationships with others through physical activity in a safe and supportive learning environment.
- **Personal Skills in Movement-** Discovering the personal meaning and benefits of physical activity, setting individual goals, recognizing strengths and interests, and creating opportunities for growth through a variety of exceptional experiences.

Because our learning environment is student-centered, Bell students will create personal goals, explore new skills and concepts, practice and apply their learning through a variety of meaningful and exceptional experiences, monitor and assess their progress, and celebrate their growth throughout their journey to achieving physical literacy.

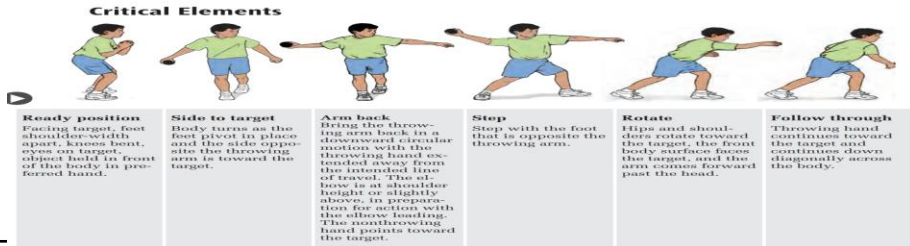
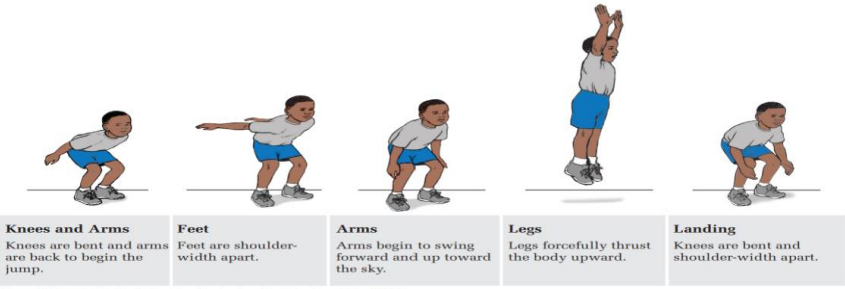
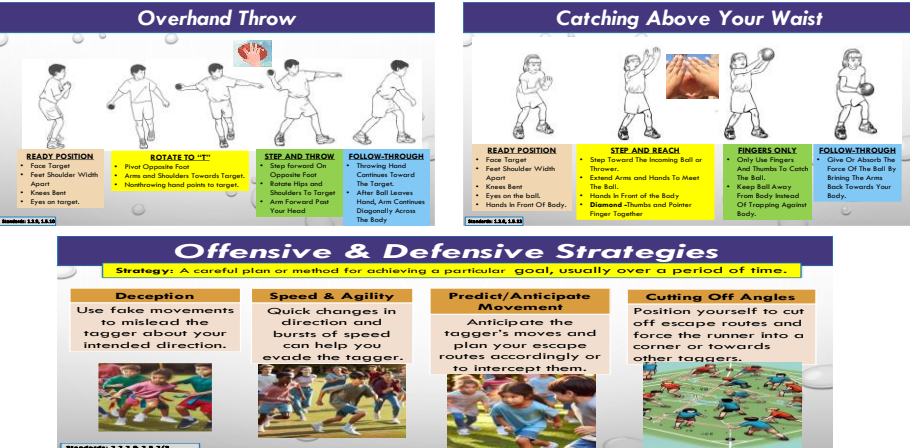
It takes a village- families, community, school staff, working in partnership to support students along their journey- even beginning or continuing on with their own journeys alongside them.

The physical literacy journey at Bell Elementary includes 9 essential units. These units vary from year to year so that all Bell students can have a successful physical literacy journey.

BELL ELEMENTARY PHYSICAL EDUCATION UNITS 25-26	
Locomotor/Fitness: Motor skills, health/skill-related fitness, goal setting	Gymnastics/Parkour: health related fitness, shapes/levels/patterns, weight transfer
Omnikin: building knowledge of movement patterns, strategies and tactics	Putt Putt Golf: striking with long handled implement, targets
Topple Tubes: strengthening cooperation, communication and teamwork	Bowling: underhand rolling, opposition, force
Jump Rope: motor skills, movement patterns, health/skill-related fitness	Circus Skills: skill related fitness, empathy and respect
Tchoukball: movement strategies and tactics, throwing, catching, teamwork	Frisbee Golf: movement patterns/strategies, cooperation, teamwork
Personal and Social Responsibility: embedded throughout all lessons. Key lessons focus on responsibility, respect, safety, effort, and growth	

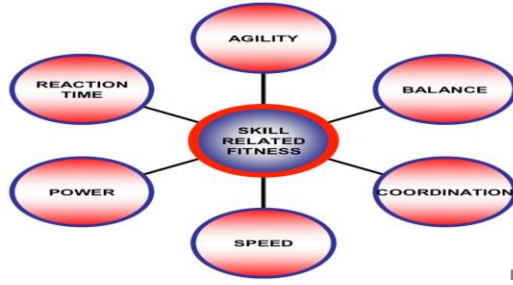
Bell Elementary Physical Education 2025-2026 Curriculum Map

“All Students Physically Literate!!”

Unit	Vocabulary	Key Concept/Assessment	Learning Target
Topple Tubes (Overhand Throwing)	Ready position, side to target, arm back, step, rotate, follow through	 Critical Elements Ready position: Facing target, feet shoulder-width apart, knees bent, eyes on target, object held in front of the body in preferred hand. Side to target: Body turns as the feet pivot in place and the side opposite the throwing arm is toward the target. Arm back: Bring the throwing arm back in a downward circular motion with the throwing hand extended away from the intended line of travel. The elbow is at shoulder height or slightly above, in preparation for action with the elbow leading. The outthrowing hand points toward the target. Step: Step with the foot that is opposite the throwing arm. Rotate: Hips and shoulders rotate toward the target, the front body surface faces the target, and the arm comes forward past the head. Follow through: Throwing hand continues toward the target and continues down diagonally across the body.	K-2: I will focus on being ready and turning to the side 3-5: I will show a mature throwing pattern
Jump Rope	Rhythm Single Bounce Double Bounce Stand Tall-Jump Small	 Critical Elements of Jumping in the Vertical Plane Knees and Arms: Knees are bent and arms are back to begin the jump. Feet: Feet are shoulder-width apart. Arms: Arms begin to swing forward and up toward the sky. Legs: Legs forcefully thrust the body upward. Landing: Knees are bent and shoulder-width apart. Albemarle County Physical Education Curriculum Revision Committee (2008).	K-2: I will jump a self turned rope and a teacher assisted long rope 3-5: I will learn and perform both basic and intermediate tricks with a short and long rope
Tchoukball	Offense Defense Invasion Game Overhand Throw Catch Sportsmanship Strategy (Offense/Defense)	 Overhand Throw READY POSITION: Face Target, Feet Shoulder Width Apart, Knees Bent, Eyes on Target. ROTATE TO "I": Pivot Opposite Foot, Arms and Shoulders Towards Target, Outthrowing hand points to target. STEP AND THROW: Step forward On Opposite Foot, Rotate Hips and Shoulders To Target, Arm Forward Fast, Your Head. FOLLOW-THROUGH: Throwing Hand Continues Toward The Target, After Ball Leaves Hand, Arm Continues Diagonally Across The Body. Standards: L&L 1.2.1 Catching Above Your Waist READY POSITION: Face Target, Feet Shoulder Width Apart, Knees Bent, Eyes on the ball, Hands In Front Of Body. STEP AND REACH: Step Toward The Incoming Ball or Bounce, Extend Arms and Hands To Meet The Ball, Hands In Front of the Body, Diamond Shape and Fingers Together. FINGERS ONLY: Only Use Fingers And Thumb To Catch The Ball, Keep Ball Away From Body Inward Of Trapping Against Body. FOLLOW-THROUGH: Give Or Absorb The Force Of The Ball By Bending The Arms Back Towards Your Body. Standards: L&L 1.2.1 Offensive & Defensive Strategies Strategy: A careful plan or method for achieving a particular goal, usually over a period of time. Deception: Use fake movements to mislead the tagger about your intended direction. Speed & Agility: Quick changes in direction and bursts of speed can help you evade the tagger. Predict/Anticipate Movement: Anticipate the tagger's moves and plan your escape routes accordingly or to intercept them. Cutting Off Angles: Position yourself to cut off escape routes and force the runner into a corner or towards other taggers. Standards: 3.2.2 & 3.2.3/9	K-2: I will be able to successfully throw a ball overhand I will learn to catch a ball above my waist. 3-5: I will be able to apply my throwing and catching skills into adynamic environment

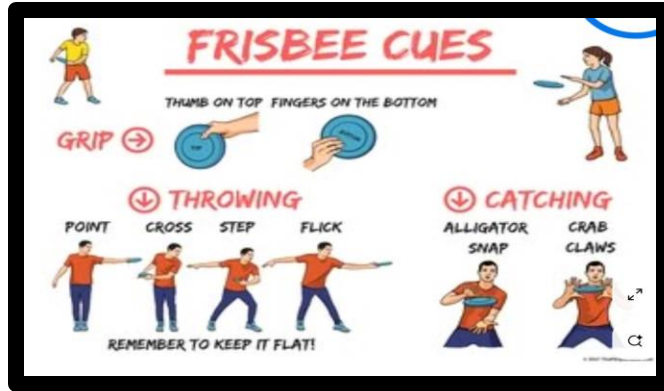
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Unit	Vocabulary	Key Concept/Assessment	Learning Target
Gymnastics/ Parkour	Weight Transfer Balance, Coordination, Power, Speed. Flexibility. Agility Skill Related Fitness		K-2: I will learn to keep my balance and move with a purpose 3-5: I will understand the 6 skill related components of fitness and how they apply to gymnastics/parkour improvement
Putt Putt Golf	Tick Tock Address the Ball Backswing Follow Through Pace Force		K-2: I will learn to strick a ball with and implement 3-5: I will learn to strike a ball with proper force and appropriate pace
Bowling	Ready Position Opposition	Critical Elements  Ready position Knees bent, facing target, feet shoulder-width apart, eyes on target, object held in preferred hand (palm up) in front of the body. Arm back Swing the rolling arm back at least to waist level. Step and roll Step forward with the opposite foot, swing the rolling arm forward, and release the ball on the ground (low level) while bending at the knees and waist. The front body surface should be facing the target. Follow through The rolling hand continues toward the target in front of the body and finishes above the waist with the palm facing upward.	K-2: I will learn to follow through with opposition 3-5: I will develop a mature underhand roll with accuracy

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Unit	Vocabulary	Key Concept/Assessment	Learning Target
Circus Skills	Coordination (Eye Hand and Eye Foot) Balance		K-2: I will learn to develop my coordination in a variety of skills. 3-5: I will learn how to improve my coordination and balance through the use of a variety of equipment
Frisbee (Golf)	Forehand Backhand Alligator Catch Crab Claw Catch (3 C's)		K-2: I will learn to throw and catch a frisbee 3-5: I will learn the skills to throw a frisbee with accuracy
Personal/ Social Responsibility	Responsibility Respect Safety Effort Growth (Mindset)		K-2: I will learn to be a good classmate and think about others before I make a choice. 3-5: I will learn to be a good classmate and think about others before I make a choice.