

## Subject Group Overview

## Physical and health education (MYP 1)

| Unit Title                                  | Key Concepts | Related Concepts   | Global Context & Explorations  | Statement of Inquiry  | Objectives   | Approaches to Learning  | Content  |
|---|--------------|--------------------|--|---|--|---|--|
| MYP1to5 PHE 2020/21 Unit1: PERFORMANCE TEST | Development  | Movement, Energy   | Identities and relationships<br><br>Health and well-being                  | Training our body through movement and energy helps us to reach a healthy wellbeing, but also increase our wellness and fitness   | <b>B: Planning for performance</b><br>design, explain and justify plans to improve physical performance and health.<br>analyse and evaluate the effectiveness of a plan based on the outcome.<br><b>C: Applying and performing</b><br>demonstrate and apply a range of skills and techniques effectively.<br>demonstrate and apply a range of strategies and movement concepts.<br>analyse and apply information to perform effectively. | Description<br><br><b>Learning Experiences:</b><br><b>Communication:</b><br>Discussing with the class the reason why we're doing certain exercises.<br>Showing them the exactly way to do an exercise.<br><br><b>Communication</b><br>• I. Communication skills<br>• Exchanging thoughts, messages and information effectively through interaction<br>• Give and receive meaningful feedback<br><br><b>Research</b> | students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.<br><br>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements |
| Unit Title                                  | Key Concepts | Related Concepts   | Global Context & Explorations  | Statement of Inquiry  | Objectives   | Approaches to Learning  | Content  |
| MYP1 PHE 2020/21 Unit 3: LIFESAVING SKILLS  | Perspective  | Adaptation, Choice | Fairness and development<br><br>Civic responsibility and the public sphere | <i>In water-sport, where danger is an element, the perspective of the lifesaver can affect their choice of action and require adaptation in life-saving techniques, in order to act decisively and successfully, but still bearing fairness and development of effective procedure in</i> | <b>A: Knowing and understanding</b><br>iii. apply physical and health terminology to communicate understanding<br><b>B: Planning for performance</b><br>i. identify goals to enhance performance<br>ii. construct and outline a plan for improving physical activity and health  | Description<br><br>In the written test students have to recall the principles that permit them to move better in the water, they have to know the priorities that allow them, once in the water, to save people giving the right precedence, so they are working on   | 1 lesson in the pool: how to be safe in the water, how to float better, breathing exercises<br><br>2 lesson in the pool: different strokes: freestyle, breaststroke, backstroke, butterfly, survival backstroke, sidestroke  |

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*mind.*

### **C: Applying and performing**

iii. recall and apply information to perform effectively

### **D: Reflecting and improving performance**

iii. describe and summarize performance

their self-management skills.

During the practice test, students will be asked to collaborate in order to find the fastest and better way to save people in the water, so they have to work on their communication and collaboration skills.

### **Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Reading, writing and using language to gather and communicate information
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

### **Social**

### **Self-management**

- III. Organization skills
- Managing time and tasks effectively

3 lesson in the pool: how to save someone, how to recognize people struggling in the water, how to save with the right priority

Theory Lessons of first aid, learning how to give the first help to people in danger, learning how to perform the cpr.

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|--|--------------------|-----------------------|---|--|--|---|--|
| MYP1 PHE 2020/21<br>Unit 4: SKIPPING<br>ROPE | Connections        | Movement, Choice      | Identities and relationships<br><br>Competition and cooperation       | skip the rope as a group help us in communication with classmates in order to create fluid movements together, working together on a choreography leads us in excellent choices towards a better relationship. | <b>C: Applying and performing</b><br>ii. recall and apply a range of strategies and movement concepts<br>iii. recall and apply information to perform effectively<br><b>D: Reflecting and improving performance</b><br>i. identify and demonstrate strategies to enhance interpersonal skills<br>iii. describe and summarize performance | <ul style="list-style-type: none"> <li>• Set goals that are challenging and realistic</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Select and use technology effectively and productively</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>• Give and receive meaningful feedback</li> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul> | As practical test students have to perform different types of skipping rope exercises: individual exercises, 1min feet together forward , 1 min alternate feet forward, 1 min backward, 30" crouch down, then in couples they have to find the better way to skip the rope together and do the higher number of jumps. |
| MYP1 PHE 2020/21<br>Unit 6: CRICKET          | Global interaction | Movement, Interaction | Personal and cultural expression<br><br>Philosophies and ways of life | playing cricket to discover different worlds and different ways of life, sharing personal and cultural expressions with classmates   | <b>A: Knowing and understanding</b><br>iii. apply physical and health terminology to communicate understanding<br><b>B: Planning for performance</b><br>i. identify goals to enhance performance<br>ii. construct and outline  | <b>Social</b> <ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Practise empathy</li> <li>• Encourage others to contribute</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li>• III. Organization skills</li> </ul>   | students learn how to play cricket, studying its rules,<br><br>students will be able to play cricket in order to organize tournaments with other classes.<br><br>Learning history of crickets teach students   |

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a plan for improving physical activity and health

### C: Applying and performing

ii. recall and apply a range of strategies and movement concepts  
iii. recall and apply information to perform effectively

- Managing time and tasks effectively
- Bring necessary equipment and supplies to class
- IV. Affective skills
- Managing state of mind
- Emotional management
- Practise strategies to overcome impulsiveness and anger
- Practise strategies to prevent and eliminate bullying

### Thinking

different philosophies about different countries.

## Physical and health education (MYP 2)

| Unit Title   | Key Concepts | Related Concepts | Global Context & Explorations                             | Statement of Inquiry  | Objectives   | Approaches to Learning   | Content  |
|--|--------------|------------------|---|---|--|--|--|
| MYP1to5 PHE<br>2020/21 Unit1:<br>PERFORMANCE<br>TEST | Development  | Movement, Energy | Identities and relationships<br><br>Health and well-being | Training our body through movement and energy helps us to reach a healthy wellbeing, but also increase our wellness and fitness | <b>B: Planning for performance</b><br>design, explain and justify plans to improve physical performance and health.<br>analyse and evaluate the effectiveness of a plan based on the outcome.<br><b>C: Applying and performing</b><br>demonstrate and apply a range of skills and techniques effectively.<br>demonstrate and apply a range of strategies and movement concepts.<br>analyse and apply information to perform effectively. | Description<br><br><b>Learning Experiences:</b><br><br><b>Communication:</b><br>Discussing with the class the reason why we're doing certain exercises.<br>Showing them the exactly way to do an exercise.<br><br><b>Communication</b><br>• I. Communication skills<br>• Exchanging thoughts, messages and information effectively through interaction<br>• Give and receive | students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.<br><br>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements |

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| Unit Title   | Key Concepts | Related Concepts  | Global Context & Explorations  | Statement of Inquiry   | Objectives   | Approaches to Learning  | Content   |
|--|--------------|---|--|--|--|---|---|
| MYP2 PHE 2020/21<br>Unit 3: Handball   | Culture      | Energy, Interaction   | Identities and relationships<br><br>Physical, psychological and social development   | Students will learn how to play the sport of handball. They will study the rules of the game, strategy and techniques and its international and cultural significance. Using their energy and interaction to reach a better physical, psychological and social development.    | <b>A: Knowing and understanding</b><br><b>B: Planning for performance</b><br><b>C: Applying and performing</b><br><b>D: Reflecting and improving performance</b>   | <p>meaningful feedback</p> <p><b>Research</b></p> <p><b>Approaches to Learning</b></p> <p>Description</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Practise empathy</li> <li>• Manage and resolve conflict and work collaboratively in teams</li> </ul>                                   | <p>Learning how to play handball leads to a collaborative game.</p> <p>students learn the rules of handball, in order to play and be referee of their matches.</p> <p>they learn how to play and how to reach good standards to permit them to play even in tournaments with other schools.</p>   |
| Unit Title   | Key Concepts | Related Concepts  | Global Context & Explorations  | Statement of Inquiry   | Objectives   | Approaches to Learning  | Content   |
| MYP 2 Sciences-<br>PHE 2020/21 IDU :<br>How continuous training improves the heart's health?<br><br><b>Interdisciplinary Unit</b><br>Physical and health education | Systems      | <b>Sciences - Sciences</b><br>Consequences<br><br><b>Physical and health education - Physical and health education</b><br>Balance | Identities and relationships<br><br>Physical, psychological and social development, Transitions, Health and well-being, Lifestyle choices<br><br>Physical and health education | The study of human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly to the human body and society, contributing to the formation of balanced and respectful young adults. | <b>Sciences - Sciences</b><br><b>A: Knowing and understanding</b><br>i. describe scientific knowledge<br>ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations<br>iii. analyse information to make scientifically supported judgments<br><b>C: Processing and evaluating</b><br>i. present collected and transformed data<br>ii. interpret data and describe results using scientific reasoning | <p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Self-management:</b></p> <p>Develop experimental activities with the help of the teacher and alone.</p> <p><b>Research:</b></p> <p>Students will research and analyze information from a variety of media. They will build a document using the information they found and the knowledge they have acquired during the unit.</p> | <p>Human transportation system, heart and blood vessels.</p> <p>Blood, function, blood cells.</p> <p>Gas exchanges.</p> <p>Keeping fit: good diet, regular exercise, no cigarettes.</p> <p>Human respiratory system, breathing in and out.</p> <p>Respiration in plants and cells: aerobic respiration.</p> <p>Yeast: respiration without oxygen.</p> |

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| <p>iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation</p> <p>iv. discuss the validity of the method</p> <p>v. describe improvements or extensions to the method</p> <p><b>D: Reflecting on the impacts of science</b></p> <p>iii. apply scientific language effectively</p> <p>iv. document the work of others and sources of information used</p> | <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Set goals that are challenging and realistic</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Select and use technology effectively and productively</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• VI. Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Collect and analyse data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Understand and implement intellectual property</li> </ul> | <p>Different types of training:</p> <p>aerobic training</p> <p>anaerobic training</p> |
| <p><b>Physical and health education - Physical and health education</b></p> <p><b>B: Planning for performance</b></p> <p>ii. design and explain a plan for improving physical performance and health</p> <p><b>C: Applying and performing</b></p> <p>iii. outline and apply information to perform effectively</p>   |   |   |

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| Unit Title                                | Key Concepts       | Related Concepts      | Global Context & Explorations                            | Statement of Inquiry   | Objectives   | Approaches to Learning   | Content   |
|---|--------------------|-----------------------|--|--|--|--|---|
| MYP2 PHE 2020/21<br>Unit 5: OLYMPIC GAMES | Global interaction | Movement, Interaction | Fairness and development<br><br>Difference and inclusion | Nowadays, being a Paralympic athlete can be hard, knowing better the sports' world can help us find a way to put olympics and Paralympics athlete on the same level with no difference and more inclusion, Developing a more fair world. | <b>A: Knowing and understanding</b><br>i. describe physical and health education factual, procedural and conceptual knowledge<br>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations<br>iii. apply physical and | rights<br><ul style="list-style-type: none"> <li>• Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions</li> <li>• VII. Media literacy skills</li> <li>• Interacting with media to use and create ideas and information</li> <li>• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul> <b>Description</b><br><b>Social</b> <ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Practise empathy</li> <li>• Encourage others to contribute</li> <li>• Give and receive meaningful feedback</li> </ul> | Students learn how hard can be an Olympic athlete and even more to be a Paralympic one.<br><br>they learn which are the Olympic disciplines, the Paralympic categories, and they will study the story of some famous athlete. |

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health terminology effectively to communicate understanding  
**C: Applying and performing**  
 i. demonstrate and apply a range of skills and techniques  
 ii. demonstrate and apply a range of strategies and movement concepts  
 iii. outline and apply information to perform effectively

## Physical and health education (MYP 3)

| Unit Title   | Key Concepts | Related Concepts | Global Context & Explorations                             | Statement of Inquiry  | Objectives   | Approaches to Learning   | Content   |
|--|--------------|------------------|---|---|--|--|---|
| MYP1to5 PHE<br>2020/21 Unit1:<br>PERFORMANCE<br>TEST | Development  | Movement, Energy | Identities and relationships<br><br>Health and well-being | Training our body through movement and energy helps us to reach a healthy wellbeing, but also increase our wellness and fitness | <p><b>B: Planning for performance</b><br/>design, explain and justify plans to improve physical performance and health.<br/>analyse and evaluate the effectiveness of a plan based on the outcome.</p> <p><b>C: Applying and performing</b><br/>demonstrate and apply a range of skills and techniques effectively.<br/>demonstrate and apply a range of strategies and movement concepts.<br/>analyse and apply information to perform effectively.</p> | <p>Description</p> <p><b>Learning Experiences:</b><br/><b>Communication:</b><br/>Discussing with the class the reason why we're doing certain exercises.<br/>Showing them the exactly way to do an exercise.</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>• Give and receive meaningful feedback</li> </ul> <p><b>Research</b></p> | <p>students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.</p> <p>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements</p> |



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| Unit Title  | Key Concepts | Related Concepts | Global Context & Explorations   | Statement of Inquiry  | Objectives   | Approaches to Learning   | Content  |
|---|--------------|------------------|---|---|--|--|--|
| MYP3 PHE 2020/21<br>Unit 2: THE ANATOMY OF MOVEMENT | Change       | Energy, Movement | Identities and relationships<br><br>Personal efficacy and agency, Happiness and the good life, Physical, psychological and social development, Transitions, Health and well-being, Lifestyle choices, Attitudes, Motivation, Independence | Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of athletic performances. | <p><b>A: Knowing and understanding</b></p> <p>i. describe physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p><b>B: Planning for performance</b></p> <p>i. outline goals to enhance performance</p> <p>ii. design and explain a plan for improving physical performance and health</p> <p><b>C: Applying and performing</b></p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively</p> <p><b>D: Reflecting and improving performance</b></p> <p>i. describe and demonstrate strategies to enhance</p> | <p>Description</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Bring necessary equipment and supplies to class</li> <li>• IV. Affective skills</li> <li>• Managing state of mind</li> <li>• Self-motivation</li> <li>• Practise positive thinking</li> <li>• V. Reflection skills</li> </ul> | <p>LESSON 1-2: researches on origin insertion and action of muscles using copies given by the teacher and body map</p> <p>LESSON 3: how to create a plan of a workout routine using muscles previously studied</p> <p>LESSON 4: quiz in order to keep a track on their studies</p> <p>LESSON 5: test</p> |

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| Unit Title                          | Key Concepts | Related Concepts     | Global Context & Explorations                                 | Statement of Inquiry   | Objectives  | Approaches to Learning  | Content  |
|-------------------------------------|--------------|----------------------|---|--|---|---|--|
| MYP3 PHE 2020/21 Unit 3: TEAM SPORT | Communities  | Balance, Interaction | Fairness and development<br><br>Peace and conflict management | teams sports define communities, interaction and balance help us find peace and conflict balance while we play together. | interpersonal skills<br>ii. explain the effectiveness of a plan based on the outcome<br>iii. explain and evaluate performance<br><br><b>A: Knowing and understanding</b><br><b>C: Applying and performing</b> | Description<br><br><b>Social</b> <ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Practise empathy</li> <li>• Manage and resolve conflict and work collaboratively in teams</li> </ul> | students learn how to play different team sports and how to be collaborative.<br><br>usually they learn how to play basketball, netball and ultimate frisbee |

### Physical and health education (MYP 4)

| Unit Title                                  | Key Concepts | Related Concepts | Global Context & Explorations                             | Statement of Inquiry  | Objectives  | Approaches to Learning  | Content  |
|---|--------------|------------------|---|---|---|---|--|
| MYP1to5 PHE 2020/21 Unit1: PERFORMANCE TEST | Development  | Movement, Energy | Identities and relationships<br><br>Health and well-being | Training our body through movement and energy helps us to reach a healthy wellbeing, but also increase our wellness and fitness | <b>B: Planning for performance</b><br>design, explain and justify plans to improve physical performance and health.<br>analyse and evaluate the effectiveness of a plan based on the outcome.<br><b>C: Applying and performing</b><br>demonstrate and apply a range of skills and techniques effectively.<br>demonstrate and apply a range of strategies and movement concepts.<br>analyse and apply information to perform | Description<br><br><b>Learning Experiences:</b><br><b>Communication:</b><br>Discussing with the class the reason why we're doing certain exercises.<br>Showing them the exactly way to do an exercise.<br><br><b>Communication</b> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through</li> </ul> | students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.<br><br>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements |

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|--|--------------------|---------------------------|---|---|--|--|--|
| MYP4 PHE 2020/21<br>Unit 2: The anatomy of movement(LOWER LIMBS) | Change             | Energy, Movement          | Identities and relationships<br><br>Health and well-being             | Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of athletic performances. | effectively.<br><br><b>A: Knowing and understanding</b><br>explain physical health education factual, procedural and conceptual knowledge apply physical and health terminology effectively to communicate understanding.<br><b>B: Planning for performance</b><br>design, explain and justify plans to improve physical performance and health.<br><b>C: Applying and performing</b><br>demonstrate and apply a range of strategies and movement concepts.<br><b>D: Reflecting and improving performance</b><br>analyse and evaluate performance. | interaction<br>• Give and receive meaningful feedback<br><b>Research</b><br>Description<br><b>Self-management</b><br>• III. Organization skills<br>• Managing time and tasks effectively<br>• Set goals that are challenging and realistic | LESSON 1-2:<br>researches on origin insertion and action of muscles using copies given by the teacher and body map<br><br>LESSON 3: how to create a plan of a workout routine using muscles previously studied<br><br>LESSON 4: quiz in order to keep a track on their studies<br><br>LESSON 5: test |
| Unit Title   | Key Concepts       | Related Concepts          | Global Context & Explorations   | Statement of Inquiry  | Objectives   | Approaches to Learning   | Content  |
| MYP4 PHE 2020/21<br>Unit 4: Migration and sports                 | Global interaction | Interaction, Perspectives | Personal and cultural expression<br><br>Philosophies and ways of life | sports help us know different cultures and ways of life, exploring new fields and disciplines, because competitions and cooperation are two   |  | <b>Communication</b><br>• I. Communication skills<br>• Exchanging thoughts, messages and information effectively through interaction   | students learn the history of Olympic games and commonwealth games, they learn the differences and different sports to see how the   |

## Subject Group Overview

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sides of a same coin.

- Use a variety of media to communicate with a range of audiences
  - Reading, writing and using language to gather and communicate information
  - Read a variety of sources for information and for pleasure
  - Take effective notes in class
  - Use a variety of organizers for academic writing tasks
  - Structure information in summaries, essays and reports
- Social**
- II. Collaboration skills
  - Working effectively with others
  - Delegate and share responsibility for decision-making
  - Manage and resolve conflict and work collaboratively in teams
- Self-management**
- III. Organization skills
  - Managing time and tasks effectively
  - Plan short- and long-term assignments; meet deadlines
- Research**
- VI. Information literacy skills
  - Finding, interpreting, judging and creating
- sport can help in order of integration and inclusion.

## Subject Group Overview

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- information
- Access information to be informed and inform others
- Present information in a variety of formats and platforms
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

### Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Make connections between subject groups and disciplines

## Physical and health education (MYP 5)

| Unit Title | Key Concepts | Related Concepts | Global Context & | Statement of Inquiry | Objectives | Approaches to | Content |
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## Subject Group Overview

| Unit Title                                  | Key Concepts  | Related Concepts  | Global Context & Explorations  | Statement of Inquiry   | Objectives   | Approaches to Learning  | Content   |
|---|---------------|-------------------|--|--|--|---|---|
| MYP1to5 PHE 2020/21 Unit1: PERFORMANCE TEST | Development   | Movement, Energy  | <p>Identities and relationships</p> <p>Health and well-being</p>             | <p>Training our body through movement and energy helps us to reach a healthy wellbeing, but also increase our wellness and fitness</p> | <p><b>B: Planning for performance</b><br/>design, explain and justify plans to improve physical performance and health.<br/>analyse and evaluate the effectiveness of a plan based on the outcome.</p> <p><b>C: Applying and performing</b><br/>demonstrate and apply a range of skills and techniques effectively.<br/>demonstrate and apply a range of strategies and movement concepts.<br/>analyse and apply information to perform effectively.</p> | <p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b><br/>Discussing with the class the reason why we're doing certain exercises.<br/>Showing them the exactly way to do an exercise.</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>• Give and receive meaningful feedback</li> </ul> <p><b>Research</b></p> | <p>students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.</p> <p>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements</p> |
| MYP5 PHE 2020/21 Unit 2: Team sport         | Communication | Function, Systems | <p>Personal and cultural expression</p> <p>Philosophies and ways of life</p> |  | <p><b>A: Knowing and understanding</b><br/>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p><b>B: Planning for performance</b><br/>design, explain and justify plans to improve physical performance and health.</p> <p><b>C: Applying and performing</b><br/>demonstrate and apply</p>   |   |   |

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| Unit Title  | Key Concepts | Related Concepts | Global Context & Explorations                             | Statement of Inquiry  | Objectives  | Approaches to Learning   | Content |
|---|--------------|------------------|---|---|---|--|---------|
| MYP5 PHE 2020/21<br>Unit 3: The anatomy of movement (UPPER LIMBS) | Change       | Energy, Movement | Identities and relationships<br><br>Health and well-being | Awareness of locomotor system main organs identities and relationships lead to more efficient training techniques, methods and philosophies , the eventual changes in muscles and body-shape through a programme of specific movements that can create more energy and power in our field of athletic performances. | a range of strategies and movement concepts.<br><b>D: Reflecting and improving performance</b><br>analyse and evaluate performance. | Description<br><br><b>Self-management</b> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• IV. Affective skills</li> <li>• Managing state of mind</li> <li>• Emotional management</li> <li>• Practise strategies to reduce stress and anxiety</li> <li>• Self-motivation</li> <li>• Practise positive thinking</li> </ul> |         |