

Subject-group Overview Vertical/Horizontal Planner

Subject Area: PHE MYP Level: 1-5

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	Summative assessment	ATL skills	Content :Knowledge
Invasion Games	Communication	Interaction, Space	Orientalism in space and time	Positive interactions and exchanges can lead to improved communication and use of space	Criterion A Knowledge and understanding Criterion D Reflection	MYP 1-3 Written tasks of giving examples of how good communication and use of space can influence a game. MYP 4&5 The same as MYP 1-3, but with more detail. Giving extra examples and more detail in their explanations.	Self Management	Learning skills for football. Dribbling, passing, tackling, defending and shooting. Playing modified games where the focus is on communication and using space well in order to score points. Learning Crossover. (Build up to capture the flag.) Learning skills for modified Handball.

Gymnastics	Change	Movement Refinement	Personal Cultural expression	Refining our movements and techniques can create change and show beauty.	Criterion B Planning for performance Criterion C Applying and performing	Students will plan and perform a short gymnastics routine.	Organisation Skills.	Learning and practicing skills each week that will enable students to choose from a variety skills for their routine. Rolls: forward rolls, side rolls, straddle rolls, backwards rolls. Balances: T balance, stork, shoulder, plank Handstand or donkey kick. Cartwheel, or round off.
Fitness	Change	Energy Choice	Identities and Relationships	Positive relationships help promote healthy lifestyle choices	Criterion B Planning for performance Criterion D Reflection	Students will perform a cardiovascular fitness test, a sit up test, a flexibility test at the start of the unit.	Thinking skills. Critical Thinking skills	Learning about the types of energy systems within the body & discussing what it means to have 'fitness.' Helping students to think about the goals that they would like to achieve by the end of the unit Allowing time for practice and feedback in order to help make modifications if necessary.



Volleyball	Relationships	Adaptation Function	Fairness and Develop ment		<p>Criterion A Knowledge and Understanding</p> <p>Criterion C Applying and performing</p>	<p>Criterion A: Students will complete a test on volleyball rules and tactics.</p> <p>Criterion C: students will be assessed on their skills during game play situations.</p>	<p>Social. Cluster:Collab oration Skills.</p> <p>- Manage and resolve conflict and work collaborativel y in teams</p>	<p>Learning skills for passing, serving, and blocking to be able to use in a game situation.</p> <p>Dig uses forearms, set uses fingertips only, spike uses one hand, serve uses one hand.</p> <p>Rules for volleyball. Encourage students to use the 3 passes allowed before hitting over the net. Discuss positions on the court and where to move to & stand. Where to stand when serving. How to block & how to support the people blocking (in case the ball comes off them back onto their side.)</p>
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