

Physical Education Outcomes K to 5 at a Glance

The outcomes have been arranged in the following chart so that the rows have the same outcome name OR a related outcome name.

Indicators for each outcome must be used when planning as they outline the breadth and depth of each outcome. The indicators can be found in the full curriculum document for each grade.

K-12 PHYSICAL EDUCATION GOALS:

Active Living – Enjoy- and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.1 Fitness Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.</p>	<p>1.1 Health-related Fitness Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.</p>	<p>2.1 Health-related Fitness Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.</p>	<p>3.1 Health-related Fitness Apply a repertoire of strategies for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength, through movement activities during scheduled times in school, at home, and in the community.</p>	<p>4.1 Health-related Fitness Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.</p>	<p>5.1 Health-related Fitness Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>
	<p>1.2 Active Living Examine and express what it means to live actively each day and the personal benefits of being active</p>	<p>2.2 Active Living Analyze daily habits and actions that demonstrate personal engagement in and taking personal responsibility for leading a physically active life.</p>	<p>3.2 Active Living Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.</p>	<p>4.2 Body Systems Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to and affected by the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).</p>	<p>5.2 Muscular Fitness Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.</p>

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<p>K.2 Locomotor Movement Explore and practise ways to move the body through space, including at:</p> <ul style="list-style-type: none"> ○ a progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ walking ▪ running ▪ jumping forward and sideways ○ an exploration level when: <ul style="list-style-type: none"> ▪ hopping (body moves on one foot as in right foot to right foot) ▪ skipping (combines a step and a hop) ▪ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) ▪ sliding (one foot steps and the other moves to meet the first foot, “step-close”) ▪ galloping (one foot steps, body propels upward, other foot moves to meet the first foot). 	<p>1.3 Locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a:</p> <ul style="list-style-type: none"> ○ control level of skill when: <ul style="list-style-type: none"> ▪ walking ▪ running ▪ jumping forward and landing ▪ jumping sideways and landing ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ jumping backward and landing ▪ hopping (body moves on one foot as in right foot to right foot) ▪ skipping (combines a step and a hop) ▪ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) ▪ sliding (one foot steps and the other moves to meet the first foot, “step-close”) ▪ galloping (one foot steps, body propels upward, other foot moves to meet the first foot) 	<p>2.3 Locomotor Skills Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ walking ▪ running ▪ jumping forward and landing ▪ jumping sideways and landing ○ control level of skill when: <ul style="list-style-type: none"> ▪ jumping backward and landing ▪ hopping (body moves on one foot as in right foot to right foot) ▪ skipping (combines a step and a hop) ▪ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) ▪ sliding (one foot steps and the other moves to meet the first foot, “step-close”) ▪ galloping (one foot steps, 	<p>3.3 Locomotor Skills Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ jumping backward and landing ▪ hopping (body moves on one foot as in right foot to right foot) ▪ skipping (combines a step and a hop) ▪ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) ▪ sliding (one foot steps and the other moves to meet the first foot, “step-close”) ▪ galloping (one foot steps, body propels upward, other foot moves to meet the first foot) ▪ rolling forward ▪ rolling sideways ○ control level of skill when: <ul style="list-style-type: none"> ▪ rolling backward. 	<p>4.4 Locomotor Skills Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ rolling backward 	

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	<ul style="list-style-type: none"> ▪ rolling forward ▪ rolling sideways. 	<p>body propels upward, other foot moves to meet the first foot)</p> <ul style="list-style-type: none"> ▪ rolling forward ▪ rolling sideways ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ rolling backward 		<p>4.3 Complex Locomotor Skills Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.</p>	<p>5.3 Complex Skills Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga), and games.</p>

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<p>K.3 Non-locomotor Movement Explore and practise ways to move the body in personal space at:</p> <ul style="list-style-type: none"> ○ a progressing-towards-control level of skills when: <ul style="list-style-type: none"> ▪ balancing ▪ jumping and landing (on the spot). 	<p>1.4 Non-locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a:</p> <ul style="list-style-type: none"> ○ control level of skill when: <ul style="list-style-type: none"> ▪ balancing ▪ jumping and landing on feet on the spot ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ landing on hands from kneeling position ▪ rotating on the spot. 	<p>2.4 Non-locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ balancing ▪ jumping and landing on the spot ○ control level of skill when: <ul style="list-style-type: none"> ▪ landing on hands from kneeling position ▪ rotating on the spot. ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ landing on hands from a bent knee standing position. 	<p>3.4 Non-locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ landing on hands from kneeling position ▪ rotating on the spot ○ control level of skill when: <ul style="list-style-type: none"> ▪ landing on hands from a bent knee standing position. 	<p>4.5 Complex Non-locomotor Skills Select and apply performance cues to combine and refine non-locomotor skills:</p> <ul style="list-style-type: none"> ▪ balancing ▪ jumping and landing on the spot on feet and hands ▪ rotating on the spot <p>into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).</p>	

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<p>K.4 Manipulative Skills Explore and practise ways to send and receive objects at:</p> <ul style="list-style-type: none"> ○ an exploration when: <ul style="list-style-type: none"> ▪ throwing (rolling) ▪ catching (trapping, gathering) ▪ kicking. 	<p>1.5 Manipulative Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when:</p> <ul style="list-style-type: none"> ▪ throwing (rolling) ▪ catching (collecting, gathering) ▪ kicking. 	<p>2.5 Manipulative Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ control level of skill when: <ul style="list-style-type: none"> ▪ throwing ▪ catching (collecting, gathering) ▪ kicking. ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ hand dribbling ▪ foot dribbling ▪ striking objects with hands ▪ striking objects with short-handled implements (e.g., short-handled racquets, paddles). 	<p>3.5 Manipulative Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ throwing ▪ catching (collecting, gathering) ▪ kicking. ○ control level of skill when: <ul style="list-style-type: none"> ▪ hand dribbling ▪ foot dribbling ▪ striking objects with hands ▪ striking objects with short-handled implements (e.g., short-handled racquets, paddles). ○ progressing-towards-control level when: <ul style="list-style-type: none"> ▪ volleying (to send an object in the air before it comes to rest) ▪ striking objects with long-handled implements (bats, golf clubs, hockey sticks). 	<p>4.6 Manipulative Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ hand dribbling ▪ foot dribbling ▪ striking objects with hands and/or short-handled implements (racquets and paddles) ○ control level of skill when: <ul style="list-style-type: none"> ▪ volleying (to send an object in the air before it comes to rest) ▪ striking objects with long-handled implements (bats, golf clubs, hockey sticks) ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ punting. 	<p>5.4 Manipulative Skills Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ○ utilization level of skill when: <ul style="list-style-type: none"> ▪ volleying (to send an object in the air before it comes to rest) ▪ striking with long-handled implements (bats, golf clubs, hockey sticks) ○ control level of skill when: <ul style="list-style-type: none"> ▪ punting.

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<p>movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.</p>	<p>locomotor skills and non-locomotor skills.</p>	<ul style="list-style-type: none"> ○ responsive patterns, involving relationships with objects and others ○ established dances. 			
	<p>1.8 Play Strategies and Skills Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:</p> <ul style="list-style-type: none"> ○ low-organizational games involving traveling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping) ○ target games (e.g., ring or hoop toss, bowling, bocce ball) ○ alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing). 	<p>2.8 Strategies and Skills Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:</p> <ul style="list-style-type: none"> ○ low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch) ○ target games (e.g., ring or hoop toss, bowling, bocce ball, curling) ○ alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country skiing, cycling, dog sledding, tobogganing). 	<p>3.7 Strategies and Skills Select and use effective movement skills, tactics, and strategies while participating in:</p> <ul style="list-style-type: none"> ○ low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner’s base) ○ small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball) ○ small-sided and lead-up striking/fielding games (e.g., kickball, long ball) ○ small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football) ○ alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling). 	<p>4.9 Skillful Play Select and use effective movement skills, tactics, and strategies while participating in:</p> <ul style="list-style-type: none"> ○ small-sided and lead-up net/wall games (e.g., balloon volleyball, pickle ball, hand ball) <p>and refine selected movement skills, tactics, and strategies while participating in:</p> <ul style="list-style-type: none"> ○ low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner’s base) ○ small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball) ○ small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball) ○ small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse) ○ alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking). 	<p>5.7 Skillful Play Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:</p> <ul style="list-style-type: none"> ○ small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce three-on-three volleyball, pickleball, paddle ball) <p>and critically reflect on chosen movement skills, tactics, and strategies used in:</p> <ul style="list-style-type: none"> ○ small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery) ○ small-sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket) ○ small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse) ○ small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).

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			<p>3.8 Positive Interactions Demonstrate positive interactions with others in cooperative and competitive movement activities.</p>	<p>4.10 Tactics, Strategies, and Rules Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.</p>	<p>5.8 Rules Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.</p>
	<p>1.9 Safety and Cooperation Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.</p>	<p>2.9 Safe Behaviours Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.</p>	<p>3.9 Safety Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.</p>	<p>4.11 Safety and First Aid Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class</p>	<p>5.9 Safety and First-Aid Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, sprains).</p>
<p>K.7 Relationships Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.</p>	<p>1.10 Relationships Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.</p>	<p>2.10 Relationships Demonstrate self-control and a willingness to work and play cooperatively with all others, (regardless of abilities, interests, and background experiences) while participating in movement activities.</p>	<p>3.10 Relationships Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, and gender) while participating in physical education activities.</p>	<p>4.12 Relationships Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.</p>	<p>5.10 Social Skills Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement, self-responsibility, and caring for others).</p>
				<p>4.13 Culture and History Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province have made to the development of games, sports, and other movement activities.</p>	<p>5.11 Culture and History Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.</p>