**Grade 1/2**

\_\_\_ is learning through guided lessons and activities, the connections between Indigenous knowledge (ways of knowing) and our forest.

\_\_\_ is developing a relationship and connection with the land through our forest in weekly outdoor education lessons.

Effectively transfers and adapts skills & strategies between indoor and outdoor games.

Term 2

<He/She> recognizes physical changes in the body during exercise (heart beating faster, sweating, body getting warmer, accelerated breathing).

participates in fitness activities for extended periods of time and is working on being able to maintain a steady pace.

Recognition of the physical changes in the body during physical activities. Participation in physical activities that contribute to fitness development and enjoyment

<> uses the physical changes in his body to determine his pacing for cardiovascular activities. He sets goals and is focused on achieving them (beep test).

<He/She> demonstrates persistence and pacing while participating in cardiovascular activities.

DrumFit

demonstrates use of basic rhythmic steps and patterns in a variety of rhythmic activities.

<Name> performs movements with the beat and tempo of the music.

<Name> performs the correct movements and sequences on cue.

I will increase and sustain my heart rate for the duration of the routine. I will stay actively engaged in this activity in order to increase my heart rate.

<Name> demonstrates perseverance and a growth mindset when learning new routines and activities.

<>mirrors teacher lead rhythmic activities. He combines basic rhythmic steps and patterns into simple dance sequences. A goal for <> is to practice moving independently to the beat.

Rhythmic skills reinforce timing in other skills such as dribbling, throwing and catching.

Term 3

Fair play

respects the differences in physical abilities between self and peers.

responds to losing and winning with understanding and dignity.

displays good sportsmanship treating others with respect during play.

shows perseverance when not successful the first time at learning new PE skills.

becomes involved when the play comes directly to her. She is encouraged to use her positive relationships with classmates to increase her confidence and participation in activities.

goal for <> is being a supportive teammate. He is encouraged to use his skills and passion to help his team work together towards common goals.

Jump Rope

Is determined and persistent when practicing jump rope

Demonstrates both forward and backward jump roping.

<> is improving his jump rope skills. His next step for jump rope is to turn from his hips rather than his shoulders. This will help him create a rhythm and allow him to jump many times in a row.

He is improving his jump rope skills. <>’s next step is to decrease the height of his jump so he can improve his rhythm and jump more efficiently.

Soccer

<Name> is improving his soccer dribbling skills. He is encouraged to slow down for better control of the ball.

<Name> is improving his soccer dribbling skills. He is encouraged to challenge himself by increasing his speed.

<Name> is improving her soccer skills. She shows improved confidence with her skills when using a soft ball.

<Name> demonstrates good control while dribbling the ball in soccer. He understands the difference between offense and defense.

Summer

is encouraged to maintain active habits throughout the summer.

maintain an active lifestyle throughout the summer.

<firstName>’s confidence and willingness to try new skills has improved over the year. <He/She> is encouraged to keep trying new skills over the summer.

is encouraged to keep active through the summer.

**Grade 3/4**

Outdoor ed

is demonstrating imagination, curiosity, and connection with the forest through weekly land based outdoor education lessons.

is learning through guided lessons and activities the connections between Indigenous knowledge and our forest.

Territory Invasion

Name understands and demonstrates team play and various rules and strategies used in outdoor team sports (Ultimate and Touch Football).

On defense, <> is reading signs of his/her opponent (body positioning, eyes) to intercept passes.

He/She makes adjustments (passing strategies, tendencies of the opponents, teammates abilities) through the games to help his/her team be successful.

Name is using offensive strategies to get open but is often too far away from his/her teammates or covered by a defender. He/She is encouraged to cut towards his/her teammate or use his/her agility to change directions quickly. He/She will have the opportunity to further develop these strategies in class and intramurals.

The next step for <> is to be aware of the defenders when passing to a teammate. He/She will have the opportunity to further develop this skill in class and intramurals.

The next step for <> is to quickly transition from offense to defense on a turnover. He/She will have the opportunity to further develop this skill in class and intramurals.

Volleyball

is exploring basic skills such as serving in volleyball lead-up games. Her next step is to:

* focus on her follow-through over the net while serving.
* hold the ball lower when making contact on the serve.
* keep the ball in her hand (do not throw it up in the air) when contacting the ball on the serve.
* practice taking a step with the serve to get more power.
* practice his accuracy by aiming for open spots on the court.

<Name> demonstrates manipulation skills such as serving and volleying in lead up volleyball games.

<Name> is practicing fundamental manipulation skills in sport specific activities. <He/She> is focusing on striking skills (serving and volleying) in lead-up volleyball games.

Next steps:

Her next step is to practice the absorption of the ball with her fingertips when volleying (less slapping).

His next step is to practice court placement to open spaces when putting the ball over the net.

His next step is to focus on being ready to move to the ball when it comes over the net.

His next step is to focus on his follow-through over the net when serving.

Term 2

Group Work

Worked cooperatively with others to design a fitness activity that included health-related fitness components.

Differentiates between the different health-related fitness components.

She respectfully offered suggestions to the group to enhance the game.

includes others and is respectful of their differing abilities.

She was patient with her group members, offering suggestions and supportive recommendations to enhance the game.

He offered suggestions to the group to enhance the game.

Fitness

Actively engages in all the activities of physical education

Uses past results in fitness assessments to set and achieve attainable goals.

He demonstrates persistence and pacing while participating in cardiovascular activities. He sets goals and is focused on achieving them (beep test).

<Name> is learning to set goals for cardiovascular activities.

She is encouraged to use past results to set achievable goals.

He is encouraged to choose more challenging goals to increase his skill set.

Grade 3

Participates in exercises/activities that increase flexibility, muscular strength, and muscular endurance.  
maintains participation in moderate to vigorous activity that contributes to aerobic capacity for short and longer periods of time

He can determine his own degree of exertion through simple methods (e.g., hand on chest to feel an increase in heart rate, sweat, breathing harder) while participating in physical activities.

Grade 4

Maintain continuous aerobic activity for extended periods of time.

Determine own performance level for health-related fitness components  
Record own fitness results and physical activity participation over a period of time for personal progress

**Term 3**

Fair Play

accept & implement specific corrective feedback from the teacher

work cooperatively with others

praise others for their success in movement performance

recognize the role of rules and etiquette in physical activities with peers

work independently and safely in physical activity settings

respects the differences in physical abilities between self and peers.

responds to losing and winning with understanding and dignity.

displays good sportsmanship treating others with respect during play.

shows perseverance when not successful the first time at learning new PE skills.

Badminton

<>understands the scoring system and can set up and manage singles badminton games.

<>’s next step is to look at court placement of the bird to score points against his opponent.

Difficulty making contact while serving. Name is encouraged to watch the racquet hit the bird and use less of a backswing.

<>requires more practice serving the bird in badminton. She should focus on looking at the bird until she makes contact (not looking up to see where it goes).

Increased time learning new skills while participating in the lunch time badminton tournament.

She demonstrates basic skills for badminton (serving, court positioning, and tracking the bird to hit a moving object).

He demonstrated his skills and strategy for badminton by winning the grade 5 intramural badminton tournament.

Disc Golf

<> is enjoying the game of disc golf. She is taking the time to aim at targets and use tips from the teacher to increase her distance.

Track

was a valuable member of the PJ track team.

**Grade 5**

<> is demonstrating an appreciation and ownership for helping protect our land (forest) through weekly outdoor education lessons.

\_\_\_ demonstrated respectful, kind, and inclusive behaviour at the interscholastic flag football and volleyball tournaments.

demonstrates manipulation skills such as serving and volleying in lead up volleyball games.

\_\_\_ is practicing manipulation skills such as serving and volleying in partner volleyball exercises.

Next Step

requires reminders to be quiet and focused during instructions. He will be given reminders and preferred seating arrangements to help her be more successful.

He is encouraged to keep practicing his sport specific skills (volleying, serving) to help him increase consistency.

She is encouraged to keep practicing her sport specific skills (volleying, serving) to help her increase consistency.

next step is to focus on being ready to move to the ball when it comes over the net.

Term 2

During Gamemaster (creating a unique game), she respectfully offered suggestions to the group to enhance the game. <> includes others and is respectful of their differing abilities.

During Gamemaster (creating a unique game), she was patient with her group members offering suggestions and supportive recommendations to enhance the game. <> includes others and is respectful of their differing abilities.

During Gamemaster (creating a unique game), he offered suggestions to the group to enhance the game.

was an active group member when asked to create a low organized game for the class.

Name can create the rules of a low-organized game and apply them while participating and/or officiating in class.

<Name> is demonstrating their physical literacy, transferring skills from games in term 1 to new games in term 2.

<Name> has improved their physical literacy, transferring skills from games in term 1 to new games in term 2.

<Name> is combining isolated skills to create offensive opportunities in territory invasion games (3 step jump shot in team handball).

<Name> is learning to combine isolated skills into more complex skills (3 step jump shot in team handball).

<Name> compares their fitness results over the year to check and revise personal goals.

Uses past results in fitness assessments to set and achieve attainable goals.

He demonstrates persistence and pacing while participating in cardiovascular activities. He sets goals and is focused on achieving them (beep test).

<Name> is learning to set goals for cardiovascular activities. She is encouraged to use past results to set achievable goals.

He is encouraged to choose more challenging goals to increase his skill set.

Term 3

FairPlay

<Name> accepts, recognizes, and involves others of different skills levels into physical activities and group settings

<Name> applies safety principles in a variety of physical activity environments and activities.

<Name> participates with responsible personal behavior in a variety of physical activity environments and activities.

<name> engages in physical activity with responsible interpersonal behavior.

<Name> exhibits respect for self & others while participating in physical activities.

<Name> gives feedback to peers respectfully.

<Name> demonstrates being Respectful, Responsible, and Safe in PE.

Disc Golf

<> is enjoying the game of disc golf. They are taking the time to aim at targets and use tips from the teacher to increase their distance.

Name demonstrates the rules and etiquette for disc golf. He/She is practicing throwing the disc with distance and on target.

Name’s next step is to turn their body for more power before the release.

His next step is to follow through at the target when releasing the disc.

Name’s next step is to practice releasing the disc horizontal to the ground to keep it on target.

Track

<Name> was a valuable member of the PJ track team.

Physical Literacy

<firstName> is encouraged to continue <his/her> growth towards physical literacy (the development of skills, confidence, and love of movement to be physically active for life). It’s been a lot of fun teaching <firstName>. Continued success in your athletic pursuits in middle school.