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| <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> |
| <p><input type="checkbox"/> K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities</p> | <p><input type="checkbox"/> K.1.1.B.1 ⇨ K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...)</p> | <p><input type="checkbox"/> K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...)</p> | <p><input type="checkbox"/> K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low)</p> |
| <p>K A</p> | <p>K B</p> | <p>K B</p> | <p>K B</p> |

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| <p>1</p>  | <p>1</p>  | <p>1</p>  | <p>1</p>  |
| <p><input type="checkbox"/> K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted)</p> | <p><input type="checkbox"/> K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...) and flow (e.g., free and bound...) as qualities of effort in movement</p> | <p><input type="checkbox"/> K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge)</p> | <p><input type="checkbox"/> K.1.1.C.1 Demonstrate knowledge of fundamental rules (e.g., boundaries, safety...) used in simple games and activities (e.g., partner tag games...) designed by self or others</p> |
| <p>K B</p> | <p>K B</p> | <p>K B</p> | <p>K C</p> |

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| <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> |
| <p><input type="checkbox"/> K.1.1.C.2 * K.1.3.C.2 Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...)</p> | <p><input type="checkbox"/> K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities</p> | <p><input type="checkbox"/> K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation (e.g., honesty means acknowledging that you have been tagged in a tag game...)</p> | <p><input type="checkbox"/> S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)</p> |
| <p>K C</p> | <p>K C</p> | <p>K C</p> | <p>S A</p> |

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| <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> |
| <p><input type="checkbox"/> S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, and kicking) in a variety of simple movement experiences (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)</p> | <p><input type="checkbox"/> S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, and body parts...)</p> | <p><input type="checkbox"/> S.1.1.B.1 \Rightarrow S.1.K.B.1 Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple individual/dual activities (e.g., use transport skills while moving in relation with another student as in "follow the leader"...))</p> | <p><input type="checkbox"/> S.1.1.B.2 \Rightarrow S.1.K.B.2 Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple group activities (e.g., chasing/fleeing-type games...)</p> |
| <p>S</p> | <p>A</p> | <p>S</p> | <p>B</p> |

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| <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> | <p>1</p>  <p>Movement</p> |
| <p><input type="checkbox"/> S.1.1.B.3 * S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...)</p> | <p><input type="checkbox"/> S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> | <p><input type="checkbox"/> S.1.1.D.1 Demonstrate transport skills (e.g., running, hopping, sliding/galloping, jumping...), applying movement concepts (i.e., body and space awareness) while responding to a variety of stimuli (e.g., beat of a drum, music, action words, poem...)</p> | <p><input type="checkbox"/> S.1.1.D.2 ➡ S.1.K.D.2 Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...)</p> |
| <p>S B</p> | <p>S C</p> | <p>S D</p> | <p>S D</p> |