3 Movement	3 Movement	3 Movement	3 Movement
❑ K.1.3.A.1 **Show an understanding of how the movement patterns should be performed** (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping…)	❑ K.1.3.B.1 ➡ K.1.2.B.1 **Show an understanding that personal attitudes** (e.g., willingness to try, level of involvement, desire to learn...) **affect skill development and success**	❑ K.1.3.B.2 **Recognize concepts relating to force** (i.e., body alignment, application of force, addition of forces) **in pulling, pushing, and carrying activities** (e.g., carrying a mat together, rope-pulling…)	❑ K.1.3.B.3a **Design a movement sequence** (e.g., run/jump/land/roll sequence…) **incorporating directions, levels, pathways, and planes** (e.g., creative gymnastics, hoop gymnastics…)
K **A**	**K** **B**	**K** **B**	**K** **B**

3 Movement	3 Movement	3 Movement	3 Movement
❏ K.1.3.B.3b **Balance objects** (e.g., bean bags, balls…) **using different body parts** (e.g., hands, shoulders, foot…) **while travelling alone and/or in partner activities**	❏ K.1.3.B.3c **Show an understanding of the qualities of speed** (e.g., fast and slow…), **force** (e.g., strong and light…), **and flow** (e.g., free and bound…) **in movement**	❏ K.1.3.B.3d **Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving** (e.g., "follow the leader,"…)	❏ K.1.3.C.1 **Show an understanding of fundamental rules used in individual or partner games and activities** (e.g., make up a game and share it with a partner…)
K **B**	**K** **B**	**K** **B**	**K** **C**

3 Movement	**3** Movement	**3** Movement	**3** Movement
❏ 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…)	❏ K.1.3.C.3 **Recognize the basic concepts** (e.g., invading, getting possession, keeping possession, scoring…) **of simple territory/invasion games/activities**	❏ K.1.3.C.4 **Demonstrate an understanding of how positive and negative social behaviours** (e.g., sharing, showing respect, fairness, honesty, cheating, lying…) **may affect the outcome of an activity**	❏ S.1.3.A.1 **Demonstrate proficiency in basic transport skills** (i.e., running, hopping, galloping, jumping, and skipping)
K **C**	**K** **C**	**K** **C**	**S** **A**

3 Movement	**3** Movement	**3** Movement	**3** Movement
❑ S.1.3.A.2 **Demonstrate competency in basic manipulation skills** (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet)	❑ S.1.3.A.3 **Demonstrate competency in soft and balanced landings from developmentally appropriate heights** (e.g., floor, bench, low beam, jumping box…)	❑ S.1.3.B.1 ➡ S.1.2.B.1 **Use basic movement skills** (e.g., hopping, rolling, underhand throwing...) **and concepts** (i.e., body and space awareness, relationships) **in creating cooperative and/or low-competitive games with partners or in small groups** (e.g., hopscotch, playing catch with a partner, simple target games...)	❑ S.1.3.B.2 ➡ S.1.2.B.2 **Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...)
S **A**	**S** **A**	**S** **B**	**S** **B**

3 Movement	**3** Movement	**3** Movement	**3** Movement
❑ S.1.3.B.3 ➡ S.1.2.B.3 **Set up and manage own games** (e.g., skipping games, target games, hopscotch...)	❑ S.1.3.C.1 ➡ 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...)	❑ S.1.3.D.1 **Create rhythmic sequences using transport skills** (e.g., walk, jump, step-hop, stamp, slide…) **alone and/or with others** (e.g., jump-rope activities, aerobics, creative movement…)	❑ S.1.3.D.2 ➡ S.1.2.D.2 **Demonstrate functional use of basic movement skills** (i.e., transport, manipulation, balance)**, applying movement concepts** (e.g., body and space awareness...) **to gymnastic-type activities** (e.g., balancing on different body parts, swinging and circling small hand apparatus...)
S **B**	**S** **C**	**S** **D**	**S** **D**