



St. Mel's Catholic School

## Physical Education Guidelines

### Grade One

First grade students begin to expand their movement skills to include space and time as they learn to move in different directions at varying speeds. They begin to recognize a variety of movements for example, fast-slow and high-low. They begin to learn how long it takes them to move from one place to another and how long it takes an object to move one place to another. (p. 27 Framework)

### Movement Skills and Movement Knowledge

- Demonstrates an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- Travel over, under, in front of, behind, and through objects and over under, in front of, and behind partners, using loco motor skills.
- Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following loco motor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e. loco motor skills).
- Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
- Begin to jump rope with self.
- Balance oneself demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base.
- Students begin to manipulate objects with a purpose.
  - Demonstrate the underhand throw pattern
  - Demonstrate the overhand throw pattern
  - Catch a gently thrown object
  - Catch a self tossed ball
  - Catch a self bounced ball
  - Kick a rolled ball from a stationary position
  - Kick a stationary ball using a smooth continuous running approach
  - Dribble a ball forward using the inside of the foot
  - Dribble a ball continuously with one hand
  - Strike with the hand various objects i.e. a balloon
- Students learn simple dances with circles, in columns, and partner dances.
- Students will learn about the body's need for oxygen and food as fuel to supply the body with energy.



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### Self-Image and Personal Development

Children at this age begin to form a personal body image by comparing themselves to others. Students learn that the body goes through distinct changes in height and weight. These changes can influence movement and coordination of body parts.

- Learn to use equipment safely and responsibly.
- To recognize that their body is a gift from God.
- Show interest in trying new movement activities and skills.
- Identify how the body feels during different kinds of physical activities.

### Social Development

Students at this age tend to play in parallel play with other students and tend to be more involved in individual activities than interacting with others. They tend to learn in groups but participate as individuals. (p.28)

- Develop responsibility for expected behaviors on the playground and in the classroom.
- Take turns using a piece of equipment.
- Interact positively with others regardless of personal differences.