Primary Health & Physical Education (Grade 1 to Grade 3)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a search strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade 1 (ages 6-7)

A Active Living

A1. participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives
A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
A1.3 identify a variety of ways to be physically active at school and at home

A2. demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
A2.2 demonstrate an understanding of how being active helps them to be healthy
A2.3 identify the physical signs of exertion during a variety of physical activities

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely

B Movement Competence: skills concepts, and strategies

B1. Perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
B1.1 perform a variety of static balances, using different body parts at different levels
B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts
B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 explain why people need food to have healthy bodies
C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
C1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva),
C1.4 identify the five senses and describe how each functions

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
C2.1 describe how the food groups in Canada’s Food Guide can be used to make healthy food choices
C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits
C2.3 demonstrate the ability to recognize caring behaviours and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each
C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school
C2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being
C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors
C3.2 identify habits and behaviours (e.g., excessive screen time or video game usage, smoking) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives
Grade 2 (ages 7-8)

A. Active Living

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives
A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
A1.3 identify reasons for participating in physical activity every day

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
A2.2 describe different types of activities that improve the strength of the heart and lungs
A2.3 recognize their degree of exertion in physical activities by using simple
A2.4 participate in setting and achieving realistic personal and group goals related to physical activity

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity

B. Movement Competence: skills, concepts, and strategies
B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
B1.1 perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes
B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet
B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts
B1.5 receive objects of different shapes and sizes at different levels and in various ways, using different body parts

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities
B2.2 apply a variety of simple tactics to increase their chances of success during physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 demonstrate an understanding of practices that enhance personal safety in the home and outside
C1.2 identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause
C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines
C1.4 outline the basic stages of human development (e.g., infant, child, adolescent,
adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
C2.1 use Canada’s Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development
C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control
C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations
C2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being
C3.1 describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others
C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems
Grade 3 (ages 8-9)

A Active Living

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives
A1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
A1.3 describe the benefits of participating in physical activity every day

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
A2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness
A2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods
A2.4 develop and act on personal goals related to physical activity

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity

B Movement Competence: skills, concepts, and strategies
B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
B1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions
B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment
B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
B2.2 apply a variety of simple tactics to increase their chances of success during physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact
C1.2 demonstrate an understanding of different types of legal and illegal substance abuse (e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and the impacts of abusing these substances on themselves and others
C1.3 identify the characteristics of healthy relationships (e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of overcoming challenges
C1.4 identify factors (e.g., sleep, food, physical activity, heredity, environment,
support from a caring adult, sense of belonging, peer influence) that affect physical
development (e.g., of hair, skin, teeth, body size and shape) and/or emotional
development

C2. demonstrate the ability to apply health knowledge and living skills to make
reasoned decisions and take appropriate actions relating to their personal health
and well-being
C2.1 demonstrate an understanding of the importance of good oral health to overall
health, and assess the effect of different food choices on oral health
C2.2 apply their understanding of good safety practices by developing safety
guidelines for a variety of places and situations outside the classroom
C2.3 apply decision-making strategies to make healthy choices about behaviours
and the use of various substances in ways that could lead to dependencies,
identifying factors that should be considered

C3. demonstrate the ability to make connections that relate to health and well-
being – how their choices and behaviours affect both themselves and others, and
how factors in the world around them affect their own and others’ health and well-
being
C3.1 explain how local fresh foods and foods from different cultures (e.g., berries,
curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière) can be
used to expand their range of healthy eating choices
C3.2 explain how the portrayal of fictional violence in various media (e.g.,
television dramas, video games, Internet, movies) can create an unrealistic view of
the consequences of real violence
C3.3 describe how visible differences (e.g., skin, hair, and eye colour, facial
features, body size and shape, physical aids or different physical abilities, clothing,
possessions) and invisible differences (e.g., learning abilities, skills and talents,
personal or cultural values and beliefs, gender identity, sexual orientation, family
background, personal preferences, allergies and sensitivities) make each person
unique, and identify ways of showing respect for differences in others