

# **RAFFLES WORLD ACADEMY**



**RAFFLES**  
WORLD ACADEMY

**PSPE – ACTIVE LIVING  
(PHYSICAL EDUCATION)  
RWA SCOPE AND SEQUENCE**

# **RWA Scope and Sequence – PSPE – Active Living (Physical Education)**

## **MISSION AND CORE VALUES**

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human Development Authority (KHDA).

## **OUR GUIDING STATEMENTS**

### **Our Vision**

Providing world class education.

### **Our Mission**

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

### **Our Philosophy**

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

### **Our Core Values**

Achievement | Collaboration | Integrity | Respect | Responsibility | Innovation

### **The RWA Motto**

Towards Excellence

### **The RWA Mascot**

Arabian Stallion

### **The RWA definition of International-Mindedness:**

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

## **IB MISSION STATEMENT**

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IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**RWA Scope and Sequence – PSPE – Active Living (Physical Education)**

**Phase 1**

**Overall Expectation Phase 1:** Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body’s capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

**PYP Conceptual Understanding:**

- Our daily practices can have an impact on our well-being.
- We can observe changes in our bodies when we exercise.
- Our bodies change as we grow. We can explore our body’s capacity for movement.
- Our bodies can move creatively in response to different stimuli.
- Safe participation requires sharing space and following rules.

**Learning Objectives:**

	Swimming	Athletics	Gymnastics	Tag and Ball Games
Learning Ladder Ban (P1-P8)	I can enter the pool confidently I can blow bubbles in the water I can put my whole face into the water and blow bubbles I can walk around the shallow pool on my own I can play games confidently with my friends in the water I can move with a noodle not touching the ground (horse) I can do a starfish float on my front I can do a starfish float on my back I can start to do the flutter kick on my front with a float I can start to do the flutter kick on my back with a float	I can understand the commands ‘ready, set, go’ I can run on the spot I can run towards a target cone I can jump from a standing position (standing broad jump) I can demonstrate ‘underarm’ throw with 2 arms	I can do a Pencil Roll I can start to perform a forward roll with help I can bend my knees when jumping I can jump off a box and land on the mat without touching it I can keep my body straight when doing a pin/pencil jump I can do various balances with some control I can display some control with hoops while moving	I can roll a soft ball towards a target I can throw a ball to a friend I can play a range of different tag games I can throw a bean bag in the air using an underarm throw action I can throw a bean bag in the air using an overarm throw action I can show my hands are ready to catch with 2 hands

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**Phase 2**

**Overall Expectation Phase 2:** Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body’s capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

**PYP Conceptual Understandings:**

- Regular exercise is part of a healthy lifestyle. Food choices can affect our health.
- Maintaining good hygiene can help to prevent illness.
- Growth can be measured through changes in capability as well as through physical changes.
- We can apply a range of fundamental movement skills to a variety of activities.
- Movements can be used to convey feelings, attitudes, ideas or emotions.
- The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

**Learning Objectives:**

	<b>Swimming</b>	<b>Athletics</b>	<b>Gymnastics</b>	<b>Tag and Ball Games</b>
<b>Learning Ladder Ban (1C-3B)</b>	I can put my face underwater and blow bubbles I can demonstrate floating in the star shape on my front and back I can keep my body straight in the rocket (streamlined) position I can keep my knees straight when kicking I can keep my toes pointed when kicking I can do the flutter kick on my front and back I can keep my head level when kicking on my back (ears in the water, eyes looking at the sky)	I can sprint in a straight line I can run backwards I can demonstrate jumping on, off and over various objects I can jump from 2 feet to 1 foot I can jump from 2 feet to 2 feet I can demonstrate both an ‘underarm’ throw and an ‘overarm’ throw with 2 hands (push and pull throws).	I can bend my knees when jumping I can jump off a vault and land on the mat without touching it I can perform a star jump I can demonstrate 2/3 different types of jumps I can do a variety of balances and shapes individually and in groups I can perform a Forward roll I can start to rock on my back (for the backward roll) I can link a jump and a balance I can link a jump, balance and a roll	I can follow the rules of different tag and ball games I can participate honestly I can move through space safely I can demonstrate my spatial-awareness by using space effectively during tag and ball games I can throw and catch a softball with a friend I can kick a ball to a friend using the inside of my foot

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	Swimming	Athletics	Gymnastics	Tag and Ball Games	Movement to music
Learning Ladder Ban (3B-5B)	<p>I can put my entire head under water</p> <p>I can do a pencil jump into deep water</p> <p>I can do stage one of a dive (sitting dive)</p> <p>I can lie on back and do a star float</p> <p>I can swim up to 12 meters with floats</p> <p>I can swim up to 5 meters without floats</p> <p>I can move on my back with help of an aid</p> <p>I can start using my freestyle arms while using a kickboard</p>	<p>I can sprint in a straight line</p> <p>I can change speed and direction while running</p> <p>I can participate in a range of challenges including: chasing games, shuttle runs, object gathering, obstacle course and shipping activities</p> <p>I can demonstrate different take offs and landings from a static position</p> <p>I can explore jumping for height using different take offs and landings</p> <p>I can do a running jump for distance</p> <p>I can push throw for distance and accuracy using a large ball from sitting, kneeling and standing position</p> <p>I can show an understanding of the principles or throwing while transferring weight from back to front foot.</p> <p>I can throw a variety of objects overarm and underarm for distance</p> <p>I can throw a variety of objects with one hand</p> <p>I can throw a variety of objects overarm and underarm for distance</p>	<p>I can perform a forward roll to pike finish</p> <p>I can jump and land with balance</p> <p>I can do simple bunny jumps over a bench (start of the cartwheel)</p> <p>I can do a clear tuck jump</p> <p>I can understand the technique for a headstand</p> <p>I can do a headstand against a wall with help</p> <p>I can begin to kick my legs in the air for the start of a Hand stand away from the wall</p> <p>I can form gymnastic shapes and partner balances</p> <p>I can combine different skills/movements together to form minor sequences</p> <p>I can explore different body shapes in the air, e.g. star, tuck, pike, straddle, and half turn.</p>	<p>I can throw small balls towards targets using the over and underhand throw</p> <p>I can clap catch a small ball my partner throws with 2 hands</p> <p>I can strike a large ball using my hands or feet</p> <p>I can play a variety of ball games (benchball)</p> <p>I understand the difference between attack and defence</p> <p>I understand how to defend a ball in a game situation</p>	<p>I can make different shapes with my body</p> <p>I can move my body in response to different stimuli</p> <p>I can move my body in time to the music</p> <p>I can give ideas to form a dance routine</p> <p>I can put two movements together</p> <p>I can show my friend one movement</p> <p>I can copy a dance routine</p> <p>I can show my teacher a short routine</p>

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**Phase 3**

**Overall Expectation Phase 3:** Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

**PYP Conceptual Understandings:**

- Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.
- We can develop and maintain physical fitness by applying basic training principles.
- People go through different life stages, developing at different rates from one another.
- Attention to technique and regular practice can improve the effectiveness of our movements.
- A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
- There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety

**Learning Objectives**

	<b>Swimming</b>	<b>Athletics</b>	<b>Gymnastics</b>	<b>Tag and Ball Games</b>	<b>Movement to music</b>
<b>Learning Ladder Ban (5B-6B)</b>	<p>I can do the push and glide (rocket shape) in deep water</p> <p>I can do a pencil jump</p> <p>I can do a tuck jump</p> <p>I can do stage two of a dive (kneeling dive)</p> <p>I can swim on my front using alternating arms</p> <p>I can use backstroke arms when swimming on my back</p> <p>I can describe 2 different swimming strokes</p>	<p>I can try different arm and leg actions when running ( high arms, low arms, wide and narrow arms, high knees etc) and see the difference it makes to the speed</p> <p>I can run over small hurdles</p> <p>I can recognize a change in body temperature and heart rate during running</p> <p>I can identify 1 major factor to help my running e.g. hands or head</p> <p>I can do a running jump for height</p> <p>I can take off in a low body position, and a tall position, compare how the body feels and discover which position is best for jumping for distance</p> <p>I can take off in a low body position, and a tall position, compare how the body feels and discover which position is best for jumping for height</p> <p>I can use a weighted ball to push throw for accuracy.</p> <p>I can link different action (step, jump, run, side shift etc) with a push throw and discover which actions are best for pushing for distance using a large ball.</p> <p>I can link different action (step, jump, run, side shift etc) with a pull throw and discover which actions are best for one and two handed pull throws for distance, using a large ball or small ball/bean bag.</p> <p>I can participate in a range of challenges to understand and improve performance using a large ball or small ball/bean bag: including two and one handed pull throws for distance and accuracy</p>	<p>I can do a shoulder (teddy bear) roll</p> <p>I can begin to kick my feet over my head for the start of backward roll</p> <p>I can forward roll to stand finish</p> <p>I can do a Spin Jump from a variety of heights</p> <p>I can do a pike jump</p> <p>I can keep my legs up to the wall for Hand stand</p> <p>I can do a handstand with my partners help</p> <p>I can do a handstand independently</p> <p>I can do a group of 6 balances</p> <p>I can begin to kick my legs over a bench keeping them straight for the start of a Cartwheel</p> <p>I can do the form hand, hand- foot, foot for a cartwheel</p> <p>I can do Sequences and routine performances linking many items together</p>	<p>I can throw balls towards targets using the over and underhand throw over a bigger distance</p> <p>I can throw and catch a small ball on the move</p> <p>I can strike a moving ball using my hands or feet</p> <p>I can defend and attack in game situations</p> <p>I can pass and find a space in a game</p>	<p>I can copy my friends dance rhythm</p> <p>I can move in time to the music</p> <p>I can give ideas to form a dance routine</p> <p>I can put together three dance patterns</p> <p>I can lead my friends and design a basic dance routine</p> <p>I can show my class my group routine</p> <p>I can confidently present my ideas to a different group</p> <p>I can explain my routine after I have presented it</p>

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	Swimming	Athletics	Sports Education	Striking and fielding	Dance and Gymnastics
Learning Ladder Ban (6B-8B)	<p>I can start independently at the right time</p> <p>I can demonstrate lane discipline</p> <p>i can demonstrate the level three dive (standing dive)</p> <p>I can swim 25m using 2 different swim strokes</p> <p>I can explain and start to demonstrate the correct arm and leg technique for freestyle</p> <p>I can explain and start to demonstrate the correct arm and leg technique for backstroke</p>	<p>I can participate in relay challenges</p> <p>I can attempt to run at a steady pace-appropriate to the distance I am running (pace).</p> <p>I can participate in a beep test to measure my endurance levels</p> <p>I can sprint over a short distance</p> <p>I can jump in a number of ways, using a short and long run-up</p> <p>I can explore the different combinations of jumps for long and triple jump</p> <p>I have a range of throwing techniques (underarm, overarm, putting and hurling).</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p> <p>I throw with accuracy to hit a target</p>	<p><b>Basketball</b></p> <p>I can dribble a basketball using one hand (understanding the rules of double dribble and travelling)</p> <p>I can pass and move toward a target in a game</p> <p><b>Badminton</b></p> <p>I can demonstrate the grip for the forehand and backhand shots</p> <p>I can perform an underarm serve</p> <p>I can apply the forehand and backhand shot</p> <p><b>Touch rugby</b></p> <p>I can successfully put on a tag rugby belt in a timely manner</p> <p>I can make a rugby pass</p> <p>I can catch a rugby pass</p> <p>I can apply the rules of tag rugby to a basic game</p>	<p>(Rounders and Cricket)</p> <p>I can begin to throw with accuracy in game situations</p> <p>I can begin to throw with power in game situations</p> <p>I can catch an opponent’s ball in a game situation</p> <p>I can strike a moving object with my foot (kickball)</p> <p>I can strike a moving object with my hand</p> <p>I can perform the basic bowling action</p> <p>I can explain and follow the rules of rounders and cricket</p>	<p>I can begin to kick my feet over my head for a Cartwheel</p> <p>I can do a cartwheel and keep my balance</p> <p>I can attempt flight on and off of low apparatus, using different jumping technique</p> <p>I can do a assisted handstand</p> <p>I can attempt a non-assisted handstand.</p> <p>I can perform in time with a partner and group</p> <p>I can use compositional ideas in sequences such as changes in height, speed and direction</p> <p>I can follow dance motifs</p> <p>li can follow a set of dance moves from a leader/visuals</p> <p>li can understand the term choreography</p>



## RWA Scope and Sequence – PSPE – Active Living (Physical Education)

### Phase 4

**Overall Expectation Phase 4:** Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

#### PYP Conceptual Understandings:

- Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.
- There is a connection between exercise, nutrition and physical well-being.
- Setting personal goals and developing plans to achieve these goals can enhance performance.
- There are physical, social and emotional changes associated with puberty.
- Appropriate application of skills is vital to effective performance.
- Complexity and style adds aesthetic value to a performance.
- Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

#### Learning Objectives:

	Swimming	Athletics	Sports Education	Striking and fielding	Dance and Gymnastics
Learning Ladder Ban (8B-9B)	<p>I can demonstrate a block dive</p> <p>I can demonstrate correct breathing technique for freestyle</p> <p>I can demonstrate horizontal body position and start to use correct arm action of backstroke</p> <p>I can demonstrate the correct leg action of breaststroke</p> <p>I can demonstrate the correct arm action of breaststroke</p> <p>I can swim 25 meter of breaststroke</p>	<p>I can participate in a beep test and understand the importance of the result</p> <p>I can compete in a 5 minute endurance run</p> <p>I can demonstrate the correct starting form for a sprint race.</p> <p>I can complete a relay baton changeover</p> <p>I can clear various low hurdles while maintaining speed</p> <p>I can demonstrate a basic long jump technique</p> <p>I can jump in all directions while keeping my balance</p> <p>I can jump vertically and land while maintaining good balance</p> <p>I can complete the speed ladder with competence</p> <p>I can demonstrate a variety of throwing techniques</p> <p>I can throw for distance and accuracy using balls and beanbags</p> <p>I can use the correct technique for the shot putt and discus</p>	<p><b>Basketball</b></p> <p>I can dribble a basketball</p> <p>I can dribble a basketball in a game situation</p> <p>I can understand the rules associated with basketball</p> <p><b>Badminton</b></p> <p>I can demonstrate the correct grip for forehand and backhand</p> <p>I can apply the forehand and backhand shots accurately and consistently</p> <p>I can serve across the net into the opposing service box</p> <p><b>Touch rugby</b></p> <p>I can apply the rules of a game</p> <p>I can pass the ball accurately</p> <p>I can side step a defender when attacking</p>	<p>(Rounders and Cricket)</p> <p>I can throw and catch at speed showing good flat technique</p> <p>I can hit the ball in the direction intended</p> <p>I can demonstrate good fielding tactics in order to get the opposing team out</p> <p>I can catch a moving big ball in rounder's from the batting team</p> <p>I can strike a ball with my hand and foot in a game situation</p>	<p>I can complete a pike roll</p> <p>I can attempt flight on and off of high apparatus, using different jumping techniques</p> <p>I can do a handstand</p> <p>I can combine my handstand with a forward roll with assistance</p> <p>I can develop symmetry individually, as a pair and in a small group while performing balances</p> <p>I can develop and perform a dance routine</p> <p>I can compare performances and judge strengths and areas for improvement</p> <p>I can select a component for improvement. For example—timing or flow</p>

**RWA Scope and Sequence – PSPE – Active Living (Physical Education)**

	Swimming	Athletics	Sports Education	Striking and fielding	Dance and Gymnastics
<b>Learning Ladder Ban (9B-10B)</b>	<p>I can demonstrate the correct arm and leg technique for freestyle</p> <p>I can demonstrate correct breathing technique for freestyle</p> <p>I can demonstrate the correct arm and leg technique for backstroke</p> <p>I can demonstrate the correct arm and leg technique for breast stroke</p> <p>I can demonstrate correct breathing for breaststroke</p> <p>I can demonstrate basic dolphin kick of butterfly</p> <p>I can dive of the blocks and perform the glide, kick, arms, breathing sequence</p> <p>I can choose a drill/task to improve my technique</p> <p>I can choose a drill/task to help improve a friend's technique</p> <p>I can evaluate my own progress using time</p> <p>I can understand what to do in a water based emergency</p>	<p>I can demonstrate accurate control, speed, strength and stamina during running activities</p> <p>I can adapt my running technique to different situations</p> <p>I can interpret my fitness level by using different tests (beep, agility)</p> <p>I can demonstrate a basic high jump technique. (Fosbury flop)</p> <p>I can assess my own explosive power, using tests such as box jumps and Sargent jump test</p> <p>I can jump for distance from a static start and land balanced in the correct posture</p> <p>I can complete an overhand throw, using a small ball while throwing for distance and accuracy</p> <p>I can complete a javelin style throw, using indoor javelins.</p> <p>I can complete a javelin style throw, using indoor javelins while throwing for distance and accuracy</p>	<p><b>Basketball</b></p> <p>I can dribble a basketball in more than one direction</p> <p>I can dribble a basketball past a defender demonstrating control</p> <p>I can referee a game of basketball.</p> <p>I can show the correct hand signals for a foul in basketball</p> <p><b>Badminton</b></p> <p>I can demonstrate the overhead clear</p> <p>I can return a serve</p> <p>I can referee a game of badminton</p> <p>I can make the correct choice of shot during a game</p> <p><b>Touch rugby</b></p> <p>I can pass the ball accurately and with speed</p> <p>I can pass the ball over distance using the correct technique</p> <p>I can play into space and run lines.</p> <p>I can read the game situation and put my opponents under pressure.</p>	<p>(Rounders and Cricket)</p> <p>I can field effectively showing long barrier</p> <p>I can throw with speed and accuracy to a target</p> <p>I can bowl with speed to the batters area consistently</p> <p>I can catch a moving ball in rounders from my team mate</p> <p>I can catch a moving ball in rounders from the batting team</p> <p>I can umpire a game of rounders (level one)</p> <p>I can demonstrate good tactical knowledge when fielding and batting</p> <p>I can demonstrate good knowledge of all the rules in cricket and rounders</p>	<p>I can complete a handstand forward roll</p> <p>I can do a pike roll with assistance</p> <p>I can do a cartwheel and attempt a round off</p> <p>I can land different jumping techniques off high apparatus, with control and balance</p> <p>I can lead group warm up showing understanding of need for strength and flexibility</p> <p>I can perform complex sequences</p> <p>I can combine own ideas with others to build sequences</p> <p>I can compose, choreograph and practice actions and relate it to the beat of the music</p>