



Helping every child thrive™

Ontario - Curriculum Links Health and Physical Education

Kindergarten

Source: The (Ontario) Kindergarten Program, 2006. <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurr.pdf>

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Health and Physical Activity:										
Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Participate willingly in a variety of activities that require the use of both large and small muscles.		✓	✓	✓	✓	✓	✓			
Develop control of large muscles (gross-motor control) in a variety of contexts.					✓					
Personal and Social Development:										
Demonstrate a sense of identity and a positive self-image.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate a beginning understanding of the diversity among individuals, families, schools and the wider community.	✓									
Demonstrate independence, self-regulation and a willingness to take responsibility in learning and other activities.	✓					✓				
Demonstrate an ability to use problem-solving skills in a variety of social contexts.							✓			✓

Daily Physical Activity Policy Statement

Source: Policy/Program Memorandum No. 138, "Daily Physical Activity in Elementary Schools, Grades 1–8", October 6, 2005. <http://www.edu.gov.on.ca/extra/eng/ppm/138.html>

The Ministry of Education supports and promotes the participation of students in daily physical activity. Consequently, school boards must ensure that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities (where facilities permit).



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Ontario - Curriculum Links Health and Physical Education

Grade One

Source: *The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998 (Revised online in October, 2005)* <http://www.edu.gov.on.ca/eng/curriculum/elementary/health18curr.pdf>

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Healthy Living:										
Identify healthy eating habits.	✓					✓	✓	✓	✓	✓
Healthy Eating:										
Identify the food groups and give examples of foods in each group.							✓	✓	✓	✓
Suggest occasions when they can choose healthy food snacks, and describe the factors affecting their choices.	✓								✓	✓
Growth and Development:										
Recognize that rest, food and exercise affect growth.	✓					✓			✓	✓
Fundamental Movement Skills:										
Locomotion/ Traveling Skills:										
Travel in a variety of ways in different directions in response to signals.				✓						
Manipulation:										
Throw objects of various sizes and shapes underhand, using one or two hands and large targets.		✓								
Stability:										
Demonstrate basic static balances.			✓							
Active Participation:										
Participate on a regular basis in physical activities that maintain or improve physical fitness.		✓	✓	✓						
Acquire living skills through physical activities.										✓
Physical Activity:										
Participate vigorously in all aspects of the program.		✓	✓	✓	✓					



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Ontario - Curriculum Links Health and Physical Education

Grade One (continued)

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Active Participation:										
Physical Fitness:										
Participate in sustained moderate to vigorous physical activity for a minimum of 20 minutes each day, including appropriate warm-up and cool-down procedures.				✓						
Recognize that the heart is always beating and pumping blood.					✓					
Living Skills:										
Participate in class or small group discussion activities related to physical activity.					✓			✓		✓
Work cooperatively with others.					✓					
Demonstrate respect for others in group situations.					✓			✓		

Daily Physical Activity Policy Statement

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Ontario - Curriculum Links Health and Physical Education

Grade Two

Source: *The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998 (Revised online in October, 2005)* <http://www.edu.gov.on.ca/eng/curriculum/elementary/health18curr.pdf>

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Healthy Living:										
Identify healthy eating habits and use a decision-making model to make healthy food choices.	✓					✓	✓	✓	✓	✓
Healthy Eating:										
Identify a balanced diet and apply decision-making skills to create menus for healthy meals.										✓
Describe the importance of food to the body (for energy and growth).						✓			✓	✓
Growth and Development:										
Identify the five senses and describe how each functions.								✓		
Fundamental Movement Skills:										
Locomotion/ Traveling Skills:										
Travel and change from one kind of locomotion/traveling movement to another (hopping to skipping).			✓		✓					
Manipulation:										
Bounce a ball while moving, using either hand.				✓						
Stability:										
Jump and land safely, using take-off combinations of one or two feet.		✓								
Balance on a variety of body parts, on and off equipment, while stationary and moving.		✓								
Active Participation:										
Participate on a regular basis in physical activities that maintain or improve physical fitness.				✓						
Recognize the personal benefits of being physically active.						✓				
Acquire living skills through physical activities.	✓									
Physical Activity:										
Participate vigorously in all aspects of the program.		✓	✓		✓					
Stay on task, follow instructions, pay attention, and see tasks through to completion.		✓								



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Ontario - Curriculum Links Health and Physical Education

Grade Two (continued)

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Active Participation:										
Living Skills:										
Demonstrate appropriate interpersonal skills and respectful behaviour in physical activities.		✓	✓	✓	✓	✓			✓	
Provide help to and ask for help from group members.		✓							✓	

Daily Physical Activity Policy Statement

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Ontario - Curriculum Links Health and Physical Education

Grade Three

Source: *The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998 (Revised online in October, 2005)* <http://www.edu.gov.on.ca/eng/curriculum/elementary/health18curr.pdf>

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Healthy Living:										
Describe the relationship among healthy eating practices, healthy active living and healthy bodies.	✓					✓	✓	✓		✓
Healthy Eating:										
Identify foods from different cultures and classify them by food groups.								✓		
Describe the benefits of healthy food choices, physical activity and healthy bodies.	✓					✓	✓	✓	✓	✓
Fundamental Movement Skills:										
Locomotion/ Traveling Skills:										
Combine various locomotion/traveling movements with changes in direction and level, both with and without equipment.		✓								
Manipulation:										
Catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist.			✓							
Stability:										
Balance in different positions, using different body parts and levels				✓						
Active Participation:										
Participate on a regular basis in physical activities that maintain or improve physical fitness.		✓	✓	✓						
Recognize the personal benefits of being physically active.						✓			✓	✓
Acquire living skills through physical activities.										✓
Physical Activity:										
Participate vigorously in all aspects of the program.		✓			✓					
Demonstrate an awareness of the importance of being physically active in their leisure time.									✓	
Describe the health benefits of participating in regular physical activity.									✓	



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Ontario - Curriculum Links Health and Physical Education

Grade Three (continued)

Curriculum Expectation	Lesson									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
Active Participation:										
Physical Fitness:										
Assess their degree of exertion in physical activities.					✓				✓	
Living Skills:										
Demonstrate respect for the abilities and feelings of others.	✓				✓	✓		✓		
Follow the rules of fair play in games and activities.					✓					
Communicate positively to help and encourage others.	✓	✓	✓		✓	✓	✓	✓		

Daily Physical Activity Policy Statement

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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE FOUR

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010

<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Notes: Lessons 8, 9 - the curriculum expectations pertaining to community, and planetary wellness are...not included.

Lesson 10 - no amount of time indicated for the DPA

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
ACTIVE LIVING										
Active Participation:										
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	★	★	★	★	★	★	★	★	★	★
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 and lead-up games		★	★	★	★					★
Identify factors that motivate participation in physical activity every day at school, at home or in their communities	★	★	★	★	★		★			★
Physical Fitness:										
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/day		★	★	★	★	★				
Identify how different physical activities affect the body and contribute to physical fitness and good health	★	★	★	★	★					
Assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities		★	★				★			
Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity				★		★				
Safety:										
Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity	★	★	★	★	★	★	★	★	★	★
Describe common precautions for preventing accidents and injuries while participating in different types of physical activity		★								



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE FOUR

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES										
Movement Skills and Concepts:										
Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment	★	★	★	★					★	
Demonstrate the ability to jump and land in control, from a low height	★									
Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions	★	★	★	★						★
Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement			★	★						
Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment			★	★						
Movement Strategies:										
Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities			★							
Identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories		★	★							
Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities		★	★	★			★			



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Ontario - Curriculum Links

HEALTH AND PHYSICAL EDUCATION

GRADE FOUR

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
HEALTHY LIVING										
Understanding Health Concepts:										
Identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning and physical performance	★				★	★				
Identify risks associated with communications technology and describe precautions and strategies for using these technologies safely							★			
Describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding							★			
Making Healthy Choices:										
Analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity level	★					★				
Apply a decision-making process to assess risks and make safe decisions in a variety of situations	★						★	★	★	
Making Connections for Healthy Living										
Identify ways of promoting healthier food choices in a variety of settings and situations	★				★	★			★	★



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE FIVE

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
ACTIVE LIVING										
Active Participation:										
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	★	★	★	★	★	★	★	★	★	★
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 and lead-up games	★	★	★	★	★		★	★		
Identify factors that can either motivate or make it difficult for people to be physically active everyday		★		★				★		
Physical Fitness:										
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/day	★	★	★	★	★			★		★
Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them			★		★					
Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time		★								
Develop and act on personal fitness goals relating to a specific component of health-related fitness, based on their interests, self-assessments, and feelings when participating in physical activity		★	★							
Safety:										
Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity	★	★	★	★	★	★	★		★	
Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities	★	★	★				★			



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE FIVE

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES										
Movement Skills and Concepts:										
Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment	★	★		★					★	
Demonstrate the ability to jump and land in control, for height or distance, using a variety of body actions									★	
Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways	★	★	★					★	★	
Retain objects with and without equipment, in a variety of situations while moving in different pathways around others and equipment	★	★							★	
Movement Strategies:										
Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities	★	★	★							
Describe common features of specific categories of physical activities, and describe strategies they found effective while participating in a variety of physical activities in different categories		★	★		★					
Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	★		★	★			★			



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE FIVE

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
HEALTHY LIVING										
Understanding Health Concepts:										
Identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations	★									
Making Healthy Choices:										
Demonstrate the ability to deal with threatening situations by applying appropriate living skills	★					★				
Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction						★				
Making Connections for Healthy Living										
Describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices										
Explain how a person's actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others	★		★			★	★	★		★
Identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life						★				



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE SIX

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
ACTIVE LIVING										
Active Participation:										
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	★	★	★	★	★	★	★	★	★	★
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 and lead-up games	★		★		★			★		
Describe factors that can either motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities	★		★				★	★		
Physical Fitness:										
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/day	★	★	★	★	★		★	★		★
Explain how participation in physical activities affects personal health-related fitness			★							
Assess their level of health-related fitness as they participate in various physical activities, and monitor changes in their physical fitness over time			★							
Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals			★					★		
Safety:										
Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity	★	★	★	★	★			★	★	★



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE SIX

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES										
Movement Skills and Concepts:										
Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance	★		★	★	★				★	
Perform a wide variety of locomotor movements in combination, at different speeds, using different pathways in different directions, while moving around others			★	★	★		★		★	
Send and receive a variety of objects adjusting for speed and distance, while applying basic principles of movement								★		
Movement Strategies:										
Demonstrate and understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities		★	★	★	★		★			★
Describe common features of specific categories of physical activities, and describe strategies they found effective while participating in a variety of physical activities in different categories					★					
Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities			★				★			



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Ontario - Curriculum Links HEALTH AND PHYSICAL EDUCATION

GRADE SIX

SOURCES:

The Ontario Curriculum, Grades 1-8: Health and Physical Education Interim Edition, 2010
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>

Learning Outcome	LESSON									
	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
HEALTHY LIVING										
Making Healthy Choices:										
Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating								★		
Apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations	★			★		★	★	★		★
Making Connections for Healthy Living										
Explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others	★							★	★	★
Recognize the responsibilities and risks associated with caring for themselves and others, and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations						★		★		★