

PHE Course Overview 2026/2027

IB Middle Years Programme - MYP4 and MYP5

XV. gimnazija | Teacher: Zvonimir Stupac | 70 teaching periods per year (2 x 45 minutes weekly)

MYP4 overview

Foundation and guided application: students consolidate core techniques, build fitness literacy and learn to plan, perform and reflect with structured support.

Conceptual framework

Unit and timing	Key concept	Related concepts	Global context and exploration	Statement of inquiry
1. Cardiovascular Fitness Sep-Oct 10 periods	Change	Adaptation; Choice	Identities and relationships Health and well-being; lifestyle choices	Informed choices about activity and intensity create adaptations that lead to measurable changes in cardiovascular fitness and well-being.
2. Creative Movement Oct-Nov 12 periods	Creativity	Adaptation; Interaction; Movement	Personal and cultural expression Artistry, craft and creation	Creativity in movement develops through interaction and purposeful adaptation, enabling individuals and groups to refine and express ideas effectively.
3. Volleyball Foundations Nov-Dec 10 periods	Relationships	Interaction; Systems; Balance	Identities and relationships Team roles, cooperation and belonging	Effective team systems depend on balanced roles, purposeful interaction and supportive relationships.
4. Basketball: Creating Space Jan-Feb 12 periods	Communication	Movement; Choice; Perspective	Fairness and development Cooperation, competition and shared responsibility	Communication and informed choices help teams interpret different perspectives and create effective movement in fair competition.
5. Track and Field Fundamentals Mar-Apr 14 periods	Change	Movement; Refinement; Balance	Scientific and technical innovation Systems, models and methods	Refining movement through balanced and purposeful practice creates measurable change in athletic performance.
6. Badminton Foundations May-Jun 12 periods	Relationships	Choice; Interaction; Perspective	Fairness and development Fair play, rules and competition	Fair and effective participation develops when players use informed choices, interaction and perspective.

MYP4 assessment, ATL and content

Unit	MYP criteria	Summative evidence	ATL focus	Content and national alignment
1. Cardiovascular Fitness	A, B, C, D	Fitness knowledge and VO2 max interpretation (A); personal pacing/LISS plan (B); beep test and LISS performance (C); evidence-based reflection (D).	Self-management: organization and affective skills; thinking: interpreting personal data.	Aerobic endurance; VO2 max; heart rate; talk test; pacing; LISS and interval activity; warm-up, cool-down and safety. National outcomes: SŠ TZK G.B.1.1, G.C.1.1, G.D.1.1, G.D.1.3.
2. Creative Movement	A, B, C, D	Choice, movement and safety rationale (A); sequence plan and process journal (B); group performance (C); reflection on performance and collaboration (D).	Social: collaboration; communication: negotiating ideas; self-management: organization and reflection.	Choice of fitness flow, obstacle course or dance choreography; sequencing; rhythm; transitions; spatial awareness; coordination; safe participation. National outcomes: SŠ TZK G.A.1.1, G.C.1.1, G.D.1.1, G.D.1.3.
3. Volleyball Foundations	C, D	Skill and conditioned-game performance (C); reflection on communication, role fulfilment and improvement (D).	Communication: verbal and non-verbal cues; social: collaboration and constructive feedback.	Overhead and forearm pass; underarm serve; serve reception; basic positioning and rotation; conditioned 4v4/6v6 play. National outcomes: SŠ TZK G.A.1.2, G.C.1.1, G.D.1.3.
4. Basketball: Creating Space	B, C, D	3v3 attacking plan (B); game performance using core skills and movement concepts (C); reflection on tactical choices and teamwork (D).	Thinking: critical observation and decision-making; communication: calls, signals and feedback.	Dribbling; passing; shooting; lay-up; spacing; cutting; getting open; basic player-to-player defence; 3v3 play. National outcomes: SŠ TZK G.A.1.2, G.C.1.1, G.D.1.3.
5. Track and Field Fundamentals	B, C, D	Event-specific practice plan (B); ABC drills, sprint start and selected event performance (C); technical and progress reflection (D).	Self-management: goal setting and practice; thinking: observation, comparison and refinement.	ABC running drills; sprint mechanics; three-point start; selected jumps or throws according to facilities; safe load progression. National outcomes: SŠ TZK G.A.1.1, G.B.1.1, G.C.1.1, G.D.1.1.
6. Badminton Foundations	A, C, D	Rules and tactical understanding (A); grips, serves, strokes and game performance (C); reflection on decision-making and improvement (D).	Thinking: reading an opponent; social: fair play, cooperation and feedback.	Basic grips; forehand and backhand strokes; serve; clear and drop shot; court positioning; singles play. National outcomes: SŠ TZK G.A.1.2, G.C.1.1, G.D.1.2, G.D.1.3.

Criterion coverage check

Criterion	Units providing summative evidence
A	1. Cardiovascular Fitness; 2. Creative Movement; 6. Badminton Foundations
B	1. Cardiovascular Fitness; 2. Creative Movement; 4. Basketball: Creating Space; 5. Track and Field Fundamentals
C	1. Cardiovascular Fitness; 2. Creative Movement; 3. Volleyball Foundations; 4. Basketball: Creating Space; 5. Track and Field Fundamentals; 6. Badminton Foundations
D	1. Cardiovascular Fitness; 2. Creative Movement; 3. Volleyball Foundations; 4. Basketball: Creating Space; 5. Track and Field Fundamentals; 6. Badminton Foundations

Detailed unit planners must identify the specific strands addressed by each task. Across the year, students receive more than one meaningful opportunity to demonstrate each criterion.

MYP5 overview

Independent and strategic application: students analyse data, justify plans, apply more complex techniques and tactics, and evaluate performance with increasing autonomy.

Conceptual framework

Unit and timing	Key concept	Related concepts	Global context and exploration	Statement of inquiry
1. Cardiovascular Fitness Sep-Oct 10 periods	Change	Adaptation; Choice	Identities and relationships Health and well-being; lifestyle choices	Informed lifestyle choices create adaptations that lead to measurable changes in cardiovascular fitness and well-being.
2. Strength Programme Design Oct-Nov 12 periods	Systems	Energy; Function; Adaptation	Scientific and technical innovation Systems, models and methods	Understanding energy and body systems allows training to be adapted to improve strength, function and health.
3. Volleyball Systems Nov-Dec 10 periods	Relationships	Interaction; Systems; Balance	Identities and relationships Team roles and effective collaboration	Relationships become effective when players balance roles and interact within coordinated systems.
4. Basketball: Tactical Solutions Jan-Feb 12 periods	Communication	Choice; Movement; Perspective	Fairness and development Competition, cooperation and responsibility	Communication and informed choices allow teams to interpret perspectives and adapt movement strategically in fair competition.
5. Athletics: Speed and Power Mar-Apr 14 periods	Change	Movement; Refinement; Balance	Scientific and technical innovation Processes, systems and performance analysis	Balanced training and refinement of movement create measurable changes in speed, power and performance.
6. Badminton Tactics and Doubles May-Jun 12 periods	Relationships	Choice; Interaction; Perspective	Fairness and development Fair play, strategic competition and shared responsibility	Effective and fair competition depends on relationships shaped by interaction, perspective and strategic choice.

MYP5 assessment, ATL and content

Unit	MYP criteria	Summative evidence	ATL focus	Content and national alignment
1. Cardiovascular Fitness	A, B, C, D	Cardiovascular knowledge and data interpretation (A); justified LISS/interval plan (B); practical workout and intensity control (C); evaluation of outcomes and choices (D).	Self-management: organization and focus; thinking: analysis of fitness data and training choices.	VO2 max; heart-rate zones; training intensity; pacing; LISS and interval methods; monitoring tools; safe participation and recovery.
2. Strength Programme Design	A, B, C, D	Training-principles explanation (A); individualized strength programme with justification (B); safe execution of selected exercises (C); evaluation and revision of the programme (D).	Research: information literacy and source evaluation; self-management: planning and safe implementation.	Strength and muscular endurance; training principles; sets, repetitions, intensity, recovery and progression; technique and safety; links to nutrition and recovery.
3. Volleyball Systems	A, C, D	Rules, rotations and tactical understanding (A); 6v6 skill and game performance (C); analysis of role effectiveness and teamwork (D).	Communication: purposeful calls and signals; social: leadership, role responsibility and feedback.	Overhead serve; reception; set and controlled attack; blocking principles; rotation and positional responsibilities; 6v6 play.
4. Basketball: Tactical Solutions	B, C, D	Justified team game plan (B); 5v5 performance and tactical application (C); evaluation of strategic choices and interpersonal effectiveness (D).	Thinking: critical and creative problem-solving; communication: tactical discussion and in-game cues.	Combined skills under pressure; transition play; spacing and support; player-to-player and basic zone defence; rules and 5v5 game application.
5. Athletics: Speed and Power	A, B, C, D	Technique and training analysis (A); event-specific improvement plan (B); sprint, plyometric and selected event performance (C); data-informed evaluation (D).	Thinking: analysis and transfer; self-management: goal setting, monitoring and adaptation.	Advanced running mechanics; sprint start; acceleration; plyometrics; selected track-and-field events; performance testing and safe progression, preferably outdoors.
6. Badminton Tactics and Doubles	B, C, D	Singles/doubles strategy plan (B); serve, stroke selection, positioning and match performance (C); evaluation of tactical decisions and cooperation (D).	Thinking: anticipation and strategic choice; social: doubles cooperation and constructive feedback.	High and low serve; clear, drop and smash; shot selection; singles and doubles positioning; rotation, communication and match play.

Criterion coverage check

Criterion	Units providing summative evidence
A	1. Cardiovascular Fitness; 2. Strength Programme Design; 3. Volleyball Systems; 5. Athletics: Speed and Power
B	1. Cardiovascular Fitness; 2. Strength Programme Design; 4. Basketball: Tactical Solutions; 5. Athletics: Speed and Power; 6. Badminton Tactics and Doubles
C	1. Cardiovascular Fitness; 2. Strength Programme Design; 3. Volleyball Systems; 4. Basketball: Tactical Solutions; 5. Athletics: Speed and Power; 6. Badminton Tactics and Doubles
D	1. Cardiovascular Fitness; 2. Strength Programme Design; 3. Volleyball Systems; 4. Basketball: Tactical Solutions; 5. Athletics: Speed and Power; 6. Badminton Tactics and Doubles

Detailed unit planners must identify the specific strands addressed by each task. Across the year, students receive more than one meaningful opportunity to demonstrate each criterion.

Implementation notes

- The listed 70 periods are planning allocations and may be adjusted for the school calendar, facilities, weather and student needs.
- Formative assessment includes observation, questioning, short knowledge checks, self-assessment, peer feedback and analysis of personal performance data.
- Summative tasks use criterion-related assessment and a best-fit judgment based only on demonstrated achievement. Behaviour, equipment and general participation are reported separately.
- Safety, warm-up, cool-down, appropriate load selection and responsible use of space and equipment are embedded across all units.

Official references

International Baccalaureate. MYP Physical and Health Education overview and subject brief: ibo.org/programmes/middle-years-programme/curriculum/physical-and-health-education/

Ministry of Science and Education / Narodne novine. Curriculum for Tjelesna i zdravstvena kultura, NN 27/2019: narodne-novine.nn.hr/clanci/sluzbeni/2019_03_27_558.html