
New Hampshire 5 Physical Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Hampshire
Grade	5 (Elementary)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	New Hampshire K-12 Physical Education Curriculum Guidelines
Issuing agency	New Hampshire Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Throwing in Dynamic Environments

Unit 3: Throwing and Catching Under Pressure • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	How do you hit a target that will not stay still?
Standards	Throwing in Dynamic Environments -> Curriculum Guideline 3, Grades 3-5 Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities. (psychomotor) — (a) Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills; (b) Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics; (c) Begin to combine fundamental motor skills to develop more complex motor skills; (d) Begin to use more complex motor skills in a variety of physical activities
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will throw underhand and overhand using correct form in dynamic environments.
- Students will lead a moving receiver.

Success criteria (student-friendly)

- "I use correct form for both throws."
- "I hit a still target."
- "I lead a moving receiver."

Academic vocabulary

underhand, overhand, dynamic, lead, follow-through

Materials and technology

- Assorted balls of different size and weight
- Targets or markers
- Hoops
- Buckets or bins
- Class devices for records

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.

Support area	This week's plan
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Both throws performed with correct form to a moving receiver.

Family communication

Ask your child what a dynamic environment means.

Day 41 — Underhand and Overhand Form

Week 9, Day 1 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

Focus	Form first.
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Vocabulary in use	underhand, overhand, dynamic
Local date	_____

Learning sequence

Connect: Grade 4's throwing. Teach: the form for each throw - stance, opposition, release point, follow-through - and when each is the right choice. Try: shared practice at a still target. Apply: pupils throw both ways. Reflect: adaptation named - a lighter or larger ball, a shorter distance, or a rolled delivery.

Check for understanding

Student throws underhand and overhand with correct form.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — What Makes an Environment Dynamic

Week 9, Day 2 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

Focus	The concept.
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Vocabulary in use	underhand, overhand, dynamic
Local date	_____

Learning sequence

Connect: still targets. Teach: dynamic means the target, the receiver, a defender or you are moving - the standard's new demand for this grade. Try: shared discussion and demonstration. Apply: pupils identify what is moving in three tasks. Reflect: this word governs Units 3 to 6.

Check for understanding

Student explains what makes a throwing task dynamic.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Throwing While Moving

Week 9, Day 3 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

Focus	The thrower moves.
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Vocabulary in use	underhand, overhand, dynamic
Local date	_____

Learning sequence

Connect: dynamic. Teach: keeping form while jogging or after a stop, and why form breaks first in the feet. Try: shared practice. Apply: pupils throw on the move. Reflect: form is still the assessable part.

Check for understanding

Student keeps correct throwing form while moving.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Leading a Moving Receiver

Week 9, Day 4 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

Focus	The receiver moves.
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Vocabulary in use	underhand, overhand, dynamic
Local date	_____

Learning sequence

Connect: throwing on the move. Teach: throwing to where a partner WILL be rather than where they are. Try: shared practice with a jogging partner. Apply: pupils lead a receiver. Reflect: this is the skill that makes a pass work in any game.

Check for understanding

Student throws ahead of a moving receiver.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Throwing Under Light Pressure

Week 9, Day 5 · Unit 3 · Standards: Curriculum Guideline 3, Grades 3-5

Focus	Standard Curriculum Guideline 3, Grades 3-5 assessed.
Learning target	"I can throw underhand and overhand with correct form when things are moving."
Vocabulary in use	underhand, overhand, dynamic
Local date	_____

Learning sequence

Connect: the week. Teach: both throws in a small-group task with movement and a passive defender. Try: shared task. Apply: pupils perform. Reflect: standard Curriculum Guideline 3, Grades 3-5 recorded; no elimination and no public scoring.

Check for understanding

Student throws with correct form in a dynamic task.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

New Hampshire Department of Education. New Hampshire K-12 Physical Education Curriculum Guidelines. These are New Hampshire's Physical Education Curriculum GUIDELINES, not mandatory standards. The document states its expectations "are to be used as a tool for districts, schools and teachers to make local decisions." Student performance indicators are published at the completion of grades 2, 5, 8 and 12. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>