

PHYSICAL EDUCATION TEACHING & LEARNING SYLLABUS Primary, Secondary & Pre-University

Implementation starting with
2014 Primary One & Two, Secondary One & Two;
2015 Primary Three & Four, Secondary Three to Pre-University Two/Three;
and 2016 Primary Five & Six




Ministry of Education
Singapore

© 2016 Student Development Curriculum Division.
This publication is not for sale. Permission is granted to reproduce this
publication in its entirety for personal or non-commercial educational
use only. All other rights reserved.

CONTENTS

	Page
<ul style="list-style-type: none">• About this document• Organisation of the document• Preamble	i ii iv
1. INTRODUCTION	
1.1 Purpose & Goals of Physical Education	1
1.2 21 st Century Competencies in Physical Education	9
2. CONTENT	
2.1 Scope & Sequence of Primary Level Syllabus	23
<ul style="list-style-type: none">• Athletics• Dance• Games & Sports• Gymnastics• Outdoor Education• Physical Health & Fitness• Swimming	
2.2 Scope & Sequence of Secondary Level Syllabus	143
<ul style="list-style-type: none">• Outdoor Education• Physical Activities• Physical Health & Fitness	
2.3 Scope & Sequence of Pre-University Level Syllabus	179
<ul style="list-style-type: none">• Physical Activities• Physical Health & Fitness	
3. PEDAGOGICAL PRACTICES AND STRATEGIES	195
4. ASSESSMENT	201
5. REFERENCES	205
6. GLOSSARY	209
7. ACKNOWLEDGEMENTS	213



About this document

This 2014 Physical Education Syllabus replaces the 2006 Physical Education Syllabus. Beginning in January 2014, all physical education programmes for Primary 1 and 2 and Secondary 1 and 2 were based on the learning outcomes (LOs) outlined in this document. The Primary 3 and 4 and Secondary 3 to Pre-university 2/3 learning outcomes were introduced in January 2015 and the Primary 5 and 6 in January 2016.

For a national physical education syllabus to be effectively implemented across the school system, the LOs specify minimally what students should know and be able to do as a result of their learning from effective instruction and quality practice within the physical education programme. This document reinforces the importance of physical education as a vital component of students' educational experience. It focuses on the motor skills, dispositions and knowledge components of physical education. It also includes details on the development, implementation and evaluation of a progressive, developmentally appropriate programme.

Most importantly, this document aims at enhancing student learning to facilitate the confidence and positive attitude necessary for a successful transition from the physical education setting to participation in physical activity during adulthood.

Organisation of this document

This document supports the alignment of curriculum planning, instruction and assessment to assist school leaders and teachers in implementing a successful physical education programme. It is organised around the following sections:



Section 1.1 presents the **purpose and goals** of physical education. It highlights the relevance and impact of movement and school-based physical education on students' lives, and emphasises how they contribute to the development of a balanced individual.



Section 1.2 highlights **21st Century Competencies** development through physical education. It emphasises the interconnectedness of the core values, social and emotional competencies, and emerging 21st Century Competencies to the physical education syllabus.



Section 2.1 introduces the **scope and sequence of the primary level syllabus**. The content of primary level physical education is described with specific level LOs identified across the different learning areas. This guides the development of unit and lesson plans, and appropriate learning tasks to ensure tight coupling in programme planning to optimise the use of curriculum time in the delivery of LOs.



Section 2.2 introduces the **scope and sequence of the secondary level syllabus**.

The content of secondary level physical education is described with LOs identified. It describes a range of physical activity options for students to learn, practise and demonstrate movement competency to achieve a physically active lifestyle.



Section 2.3 introduces the **scope and sequence of the pre-university syllabus**. The content of pre-university level physical education is described with LOs identified. It describes a range of physical activity options at extension level for students to learn, practise and demonstrate movement competency to achieve a physically active lifestyle.



Section 3 contains **pedagogical practices and strategies** to help teachers develop their practices and plan their programme delivery to ensure that students are able to meet the LOs.



Section 4 provides an understanding of the purpose of **assessment** and offers guidelines to facilitate the suggested assessment practices to evaluate student learning, achievement and performance.



Preamble

Physical Education & Sports Development Framework

The Physical Education and Sports Development Framework guides the delivery of physical education and sports within the school system. It envisions a nation of active and physically competent individuals. Everyone values, participates, and pursues physical activities and sports of their interest and ability in order to enrich their lives, be they for recreation and well-being, personal challenge and achievement, or for national honours.

Fundamental motor skills and core values provide a strong foundation for the learning, participation and enjoyment of a wide variety of physical activities and sports. With a broad-based development of physical competencies, everyone is able to continue participating at a recreational level. Those with the interest and ability to participate at a higher level will be able to specialise and commit to sport-specific training. Individuals who demonstrate talent can then invest their time and effort in highly specialised and intensive training for high performance with the national sports organisations.

The physical ability and interest of each person change across the life span. With a broad range of physical competencies, each individual is enabled at any level of participation to choose and switch to the physical activities and sports most preferred. These individuals are able to continue their participation recreationally or competitively, thus motivating them towards lifelong participation.

The school's physical education programme is a primary contributor to building a strong foundation for the development of broad-based physical competencies and opportunities for recreational participation. Building upon the physical education programme, the sports Co-Curricular Activities (CCA) programme provides opportunities for specialisation in a sport, as well as broad-based development within the specialised sport and across other sports. Together with other school programmes, physical education and sports CCA contribute to

holistic education and the development of 21st Century Competencies to better prepare each individual to thrive in a fast-changing and highly-connected world. Figure 1 shows a diagrammatic representation of the framework.

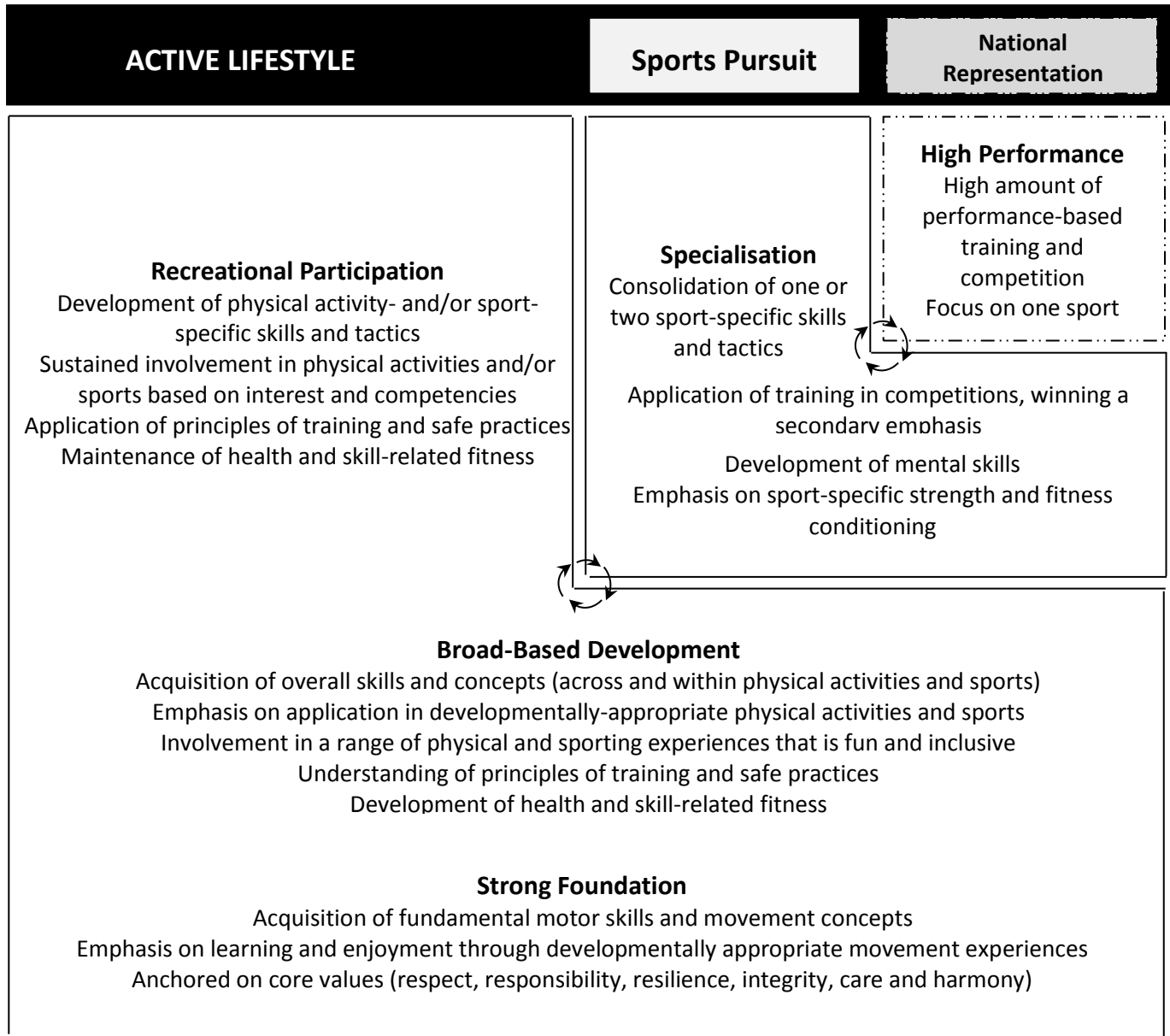


Figure 1. Physical Education & Sports Development Framework

SECTION 1:
INTRODUCTION

1.1 Purpose & Goals of Physical Education

The purpose of physical education is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.

Physical education is about movement. Movement is fundamental and essential to life, work, and play. Movement competency facilitates participation and allows individuals to derive pleasure and satisfaction from physical activities. An individual who can move proficiently has the skills and knowledge related to movement and values purposeful moving for life. Physical education, therefore, is responsible for helping students take on the responsibility of learning by providing them with the capacity to make reasoned and wise choices through a lifelong process of change.

The physical education programme is an integral component of Singapore's school curriculum. It provides students (from ages 7 to 18/19 years old) with learning opportunities that make use of movement to develop the whole person. Furthermore, it provides students with skills to be responsible adults and contributing members of the society, the nation and the world.

Physical education teachers consciously make use of movement as the primary medium to reach and teach the whole child through the following three modes:

- education *in* movement;
- education *through* movement; and
- education *about* movement.¹

¹ Adapted from Arnold, P. J. (1979). Meaning in movement, sport and physical education. London: Heinemann.

Learning in Movement

Physical education distinguishes itself by its primary focus on the body and physical skills. It emphasises education *in* movement or the psychomotor domain. Education *in* movement presents students with carefully selected physical activities that develop efficiency, effectiveness and versatility across various complex movement situations which the student will experience in school and in the future.

Successful participation in specific physical activities requires the acquisition and mastery of appropriate fundamental and specialised skills (e.g. overhead strike with a racket, backhand throw with a disc, in-step kick with a ball, front-crawl swimming stroke, a specific dance step). Therefore, the physical education programme develops in students:

- A range of skills through participation in regular and varied physical education experiences. These skills enable students to enjoy movement, discover interests and achieve personal goals related to participation in physical activity.
- Competency in movement. This provides the foundation for continual skill acquisition and facilitates future successful participation in physical activity resulting from changing life patterns.

Learning through Movement

Physical education uses education *through* movement as an avenue for cognitive, affective, and social development. The outcomes of movement are not limited to the physical or simply the intrinsic part of an activity. Therefore, the physical education programme develops in students the following:

- Sufficient knowledge related to movement experiences. An understanding about how to move allows students to make informed decisions in relation to work and recreation. This includes movement concepts, principles and theories, game rules, tactics, and strategies, health- and fitness-related benefits, and environmental risks and personal safety concerns.
- An extensive knowledge base about movement across a wide variety of settings, within and outside of school, to help generalise and transfer learning to new and challenging real-life physical activity. More importantly, students develop the ability to transfer knowledge to additional skills while continuing to refine existing ones as self-directed and independent learners.

Physical education provides an authentic setting for young children and adolescents to develop and practise 21st Century Competencies, values and ideals, which support the development of character. Therefore, the physical education programme provides:

- Opportunities to establish emotional and social connections as students collaborate on common goals and overcome challenging activities. Students can experience a sense of strong communal bonding with others and also a connectedness with the environment as they interlink attitude and value formation with behavioural change.
- Experiences that encourage resilience and perseverance as students learn to take responsibility for their own learning towards improved performance. Successful movement experiences contribute to increased self-confidence and a positive self-concept which is important to whole-person development.
- Competitive and collaborative activities for students to develop respect of self and others and also a sense of responsibility towards their own well-being and their peers. The process of winning and losing provides a platform for them to make moral decisions and take actions that demonstrate values of integrity, fair play and sportsmanship. Furthermore, working with individuals from different backgrounds, ethnicity and religions help students to foster cooperation and encourages respect and harmony between them.

Learning about Movement

Regular physical activity is necessary to develop and sustain optimal health and to attain desirable health-related fitness goals. Education *about* movement addresses the value and benefits of a healthy lifestyle and a fit body. Therefore, physical education encourages students to:

- Take deliberate actions to be involved in safe physical activities that help to develop health-related physical fitness: muscular strength and endurance, aerobic capacity, flexibility, agility, and body composition. Students plan, monitor and assess their physical fitness status and activity patterns using established fitness assessment tools, and compare the results to age- and gender-specific standards that contribute towards good health.
- Enjoy and value the benefits of daily physical activities. Students who value active living while young are more likely as adults to continue this practice and advocate an active and balanced lifestyle.

Physical education teachers must firmly believe in the syllabus intent and implement it thoughtfully and with high fidelity. What guides students towards achieving the purpose of physical education is a well-developed curriculum that is aligned to specific outcomes, meaningful learning experiences, quality instructions and purposeful assessment.

Goals of Physical Education

The goals of physical education serve as a guide in the development of an individual who is able to demonstrate individually and with others the physical skills, practices and values to enjoy a lifetime of active, healthy living. Each of these goals is equally important and they interact with others in a well-planned programme that addresses the knowledge, skills and values desired for every student. The goals are:

- Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.
- Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.
- Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.
- Goal 4: Display positive personal and social behaviour across different experiences.
- Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.
- Goal 6: Enjoy and value the benefits of living a physically active and healthy life.

These broad goals provide the frame for the alignment of more precise learning outcomes developed across different physical education content within the three educational levels: Primary, Secondary and Pre-University Education in the Singapore school system. The attainment of these learning outcomes allows students to become the individual as envisioned by the purpose of the physical education.

This syllabus is organised to achieve the goals of physical education based on the framework in [Figure 2](#). At the apex is the purpose of physical education, achieved through the different learning areas to enable students to become *competent movers* by the end of primary level, *confident participants* after secondary level and *committed advocates* by the time they leave pre-university.

At the primary school level, students learn the fundamental movement skills incorporating the movement concepts. They develop efficiency, effectiveness and versatility in their performance as they practice and transfer their skills across the seven learning areas of Athletics, Dance, Games and Sports, Gymnastics, Outdoor Education, Physical Health and Fitness, and Swimming to become competent movers.

As students move on to the secondary school level, they build on the foundation and apply their knowledge and skills from the three learning areas of Physical Health and Fitness, Outdoor Education and Physical Activities in authentic settings. They develop their mature performance so that they become confident participants by the time they leave secondary school.

Students at pre-university take ownership for their own active participation, choosing sporting experiences to cater to their interest. Furthermore, they act as committed advocates by influencing and challenging their peers to become active and healthy individuals.

Learning in the affective areas and competencies for the 21st century are both the outcomes and enablers for the learning of physical education. Through a balanced and well-designed curriculum, delivered through effective pedagogies and purposeful assessment, students will acquire the knowledge, skills and values to pursue active and healthy lives.

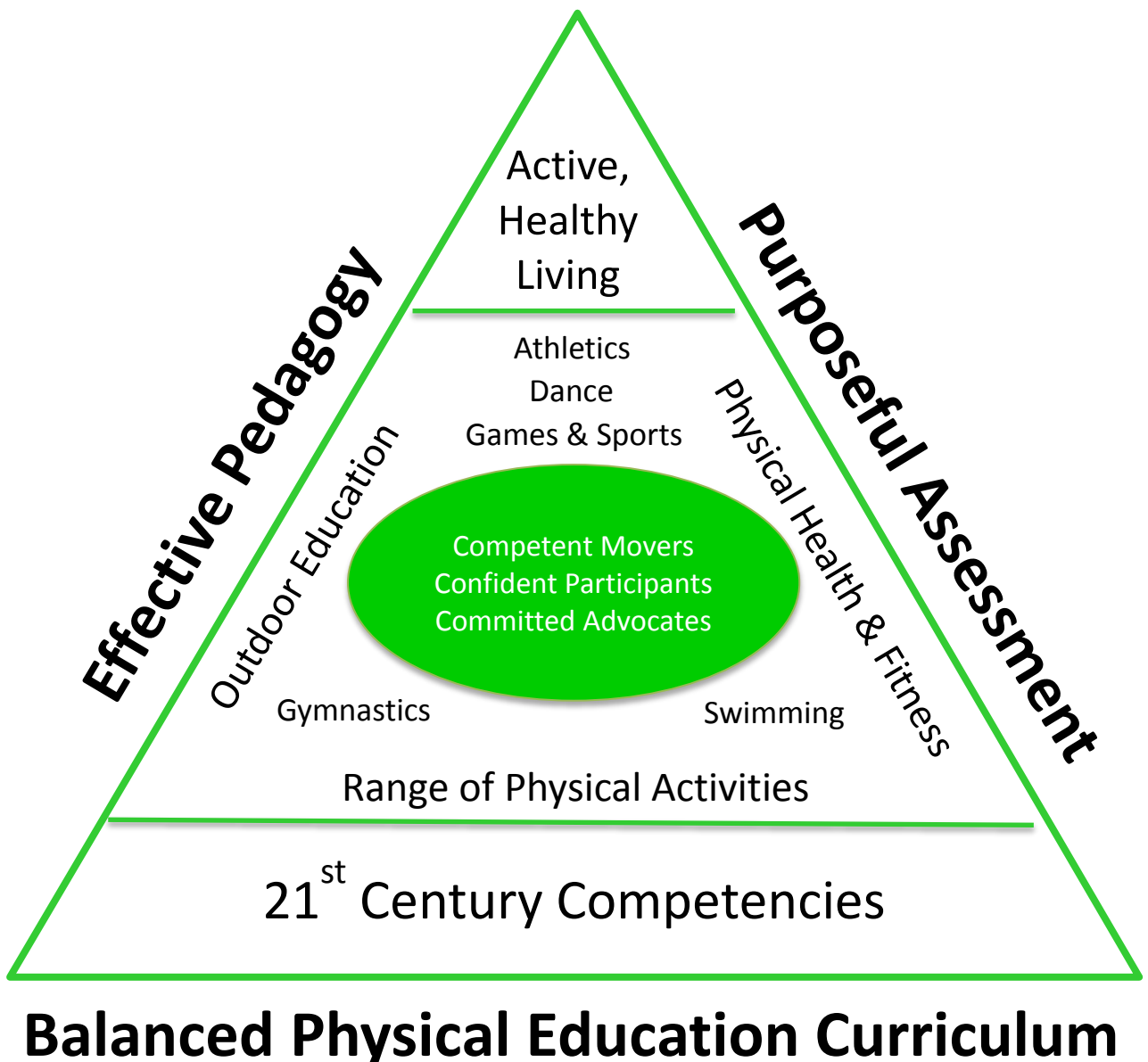


Figure 2. The Physical Education Framework

1.2

21st Century Competencies in Physical Education

MOE Framework for 21st Century Competencies and Student Outcomes

The MOE framework for 21st Century Competencies and student outcomes (refer to [Figure 3](#)) articulates the need to inculcate core values, build social and emotional competencies, and develop emerging 21st Century Competencies through students' learning experiences. The shaping of beliefs, attitudes and actions are firmly underpinned by the six core values of Respect, Resilience, Responsibility, Integrity, Care and Harmony, all of which are authentically presented in the physical education lesson for the teacher to facilitate students' development.

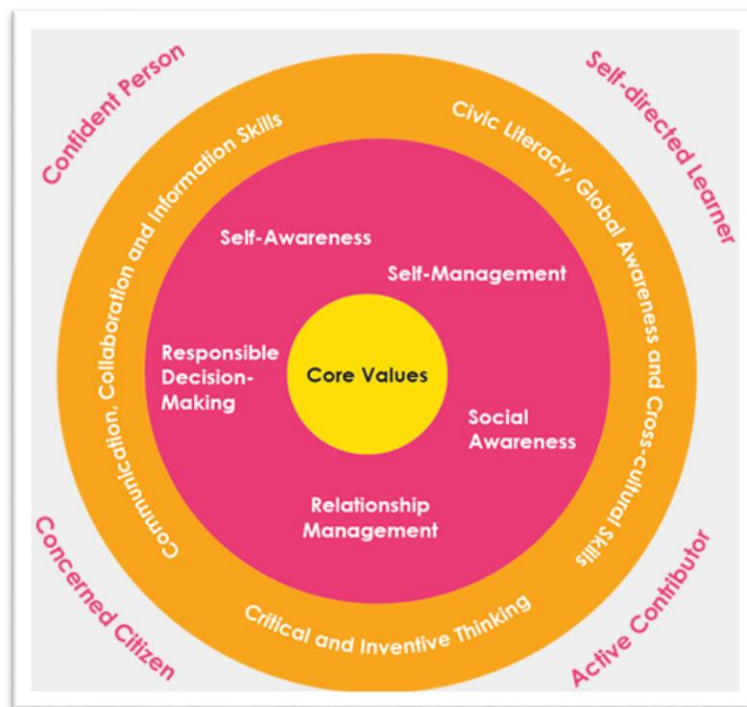


Figure 3. MOE Framework for 21st Century Competencies and Student Outcomes

Planning for Teaching and Learning of 21st Century Competencies in Physical Education

It is critical that teachers plan the physical education lessons primarily with the psychomotor and cognitive outcomes clearly in mind. Thereafter, the affective outcomes are appropriately layered over the physical activities, while maintaining high activity time. The interactive and problem-solving nature of many physical activities allows for students to have numerous instances to develop positive emotions, communicate and collaborate with others, seek and clarify information, as well as to think critically and creatively.

Scope and Sequence

Similar to the learning outcomes for all learning areas, the scoping and sequencing of 21st Century Competencies in physical education is necessary in order to consciously plan for progressive learning experiences where students are able to put competencies into practice over a sustained period of learning, leading to the development of core values. In this syllabus, learning outcomes are identified for each core value, presented in the form of related social and emotional competencies and emerging 21st Century Competencies.

The social and emotional competencies and emerging 21st Century Competencies were selected and adapted from the MOE social and emotional and emerging 21st Century Competencies standards and benchmarks documents. These appropriate competencies were selected for each of the five developmentally-appropriate stages, namely Primary 3, Primary 6, Secondary 2, Secondary 4/5 and Pre-University 2/3. By the end of each stage, students should be taught all the identified social and emotional and emerging 21st Century Competencies related to all six core values. Schools may also include other outcomes that are consistent with the school's mission, values and Character and Citizenship Education efforts.

Learning Outcomes

Core value: Respect

What it means	A person demonstrates respect when he/she believes in his/her own self-worth and the intrinsic worth of all people.
Exemplars of what Respect looks like during PE	In PE, the student consistently behaves in a respectful manner. He/she puts in maximum effort in all tasks. He/she shows respect towards him/herself, his/her teachers and classmates. He/she values contributions made by others. He/she abides by the rules of the game.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3	The student recognises that everyone is unique in his/her own way. He/she is also able to identify his/her ability.	The student is aware of his/her classmates' social cues during group activities, and responds appropriately.	The student is aware of the decisions he/she makes and the reasons for them.		The student works with others in his/her group.
By end of P6	The student recognises that everyone is unique in his/her own way. He/she is also able to identify his/her ability.	The student shares ideas and equipment with group members, and puts others first.	The student recognises and reflects on the impact and consequences of his/her decision on self and others.	The student accepts different perspectives, solutions and/or methods, in an uncertain situation.	The student works with others in his/her group to meet the group's goals.
By end of S2	The student recognises that he/she can take actions to develop his/her skills and interests.	The student understands the various roles in a group and how everyone has a part to play. He/she is also committed towards the common group goals.	The student evaluates the impact and consequences of his/her decision on self and others.	The student accepts different perspectives, solutions and/or methods, in an uncertain situation.	The student determines and effectively assumes the role he/she plays in the group, and work in a respectful manner with others to meet the group's goals.

21st Century Competencies in Physical Education [Respect]

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of S4/5		The student influences and guides his/her classmates positively towards a common goal.	The student reflects on and evaluates ethical issues when making decisions on self and others.	The student manages uncertainty and adapt to diverse demands and challenges in an unfamiliar situation.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.
By end of JC2/PU3	The student exercises personal leadership in contributing to self, class and schoolmates based on his/her talents, skills and interests.		The student demonstrates responsible decision making based on sound ethical principles.	The student manages uncertainty and adapt to diverse demands and challenges in an unfamiliar situation.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.

Core value: Responsibility

What it means	A person who is responsible recognises that he/she has a duty to himself, his/her family, community, nation and the world, and fulfils his/her responsibilities with love and commitment.
Exemplars of what Responsibility looks like during PE	In PE, the student understands the responsibilities of being a member of the group, class and school. He/she takes the initiative and contributes readily to the group, class and school. He/she is willing to learn from his/her mistakes. He/she also requires little or no supervision by the teacher in fulfilling his/her responsibilities.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3	The student recognises impulsive behaviours and their consequences.	The students listens attentively to his/her teacher and classmates and responds appropriately	The student is aware of the decisions he/she makes and the reasons for them.	The student identifies the expectations of the task/role and stays focused on them.	The student works with others in his/her group.
By end of P6	The student recognises when he/she has acted impulsively and describes alternative behaviours that have more positive consequences	The student demonstrates the ability to seek clarification with, and express appropriately to, others.	The student recognises and reflects on the impact and consequences of his/her decision on self and others.	The student identifies essential elements of multiple tasks/roles, stays focused on them and persevere when he/she encounters difficulties.	The student works with others in his/her group to meet the group's goals.
By end of S2	The student formulates and evaluates strategies for impulse control.	The student uses communication and interpersonal skills to build relationships.	The student evaluates the impact and consequences of his/her decision on self and others.	The student identifies essential elements of multiple tasks/roles, stays focused on them and persevere when he/she encounters difficulties.	The student determines and effectively assumes the role he/she plays in the group, and work in a respectful manner with others to meet the group's goals.

21st Century Competencies in Physical Education [Responsibility]

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of S4/5	The student demonstrates self-control in various PE settings and takes responsibility for his/her actions.	The student uses communication and interpersonal skills to build relationships.	The student reflects on and evaluates ethical issues when making decisions on self and others.	The student identifies essential elements of complex tasks and stays focused on them. He/she takes on diverse roles and perseveres when encountering difficulties.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.
By end of JC2/PU 3	The student demonstrates self-control in various PE settings and takes responsibility for his/her actions.	The student demonstrates effective communication and interpersonal skills and is able to show empathy towards others in mediating conflicts.	The student demonstrates responsible decision making based on sound ethical principles.	The student identifies essential elements of complex tasks and stays focused on them. He/she takes on diverse roles and perseveres when encountering difficulties.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.

Core value: Resilience

What it means	A person who is resilient has emotional strength and perseveres in the face of challenges. He/she manifests courage, optimism, adaptability and resourcefulness.
Exemplars of what Resilience looks like during PE	In PE, the student consistently perseveres to achieve his/her personal best. He/she adapts to demands and challenges in new and/or unfamiliar contexts. He/she perseveres in spite of setbacks and difficulties.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3			The student understands the need for rules and routines.	The student identifies the expectations of the task/role and stays focused on them.	
By end of P6	The student identifies behaviours and symptoms linked to facing adversities and develop coping strategies to managing them.			The student identifies essential elements of multiple tasks/roles, stays focused on them and persevere when he/she encounters difficulties.	
By end of S2	The student exercises continuous self-monitoring and reflection to improve his/her management in facing adversities.		The student acts on the appropriate decisions made for a given situation, for self and others.	The student identifies essential elements of multiple tasks/roles, stays focused on them and persevere when he/she encounters difficulties.	
By end of S4/5	The student evaluates his/her coping strategies to acquire more positive coping skills to handle adversities effectively.		The student implements the appropriate decisions made, and review his/her actions to make relevant changes.	The student identifies essential elements of complex tasks and stays focused on them. He/she takes on diverse roles and perseveres when encountering difficulties.	

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of JC2/PU 3	The student shows tenacity, resilience and resoluteness in facing adversities.		The student consistently acts on responsible decisions, and has the conviction to stand by the decisions made.	The student identifies essential elements of complex tasks and stays focused on them. He/she takes on diverse roles and perseveres when encountering difficulties.	

Core value: Integrity

What it means	A person of integrity upholds ethical principles and has moral courage to stand up for what is right.
Exemplars of what Integrity looks like during PE	In PE, the student has strong moral values that consistently guide his/her decisions and actions. He/she makes ethical decisions when handling disagreements. He/she stands up for what is right.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3	The student recognises impulsive behaviours and their consequences.	The student shows appropriate ways of handling disagreement.	The student understands the need for rules and routines.		
By end of P6	The student recognises when he/she has acted impulsively and describes alternative behaviours that have more positive consequences	The student develops strategies to resolve conflicts.	The student formulates rules and is able to explain their rationale		
By end of S2	The student formulates and evaluates strategies for impulse control.	The student applies conflict management skills.	The student acts on the appropriate decisions made for a given situation, for self and others.	The student generates ideas and explores different pathways that are ethically appropriate to respond to an issue.	
By end of S4/5	The student demonstrates self-control in various PE settings and takes responsibility for his/her actions.	The student acts as a mediator in resolving conflicts within the group.	The student implements the appropriate decisions made, and review his/her actions to make relevant changes.	The student generates ideas and explores different pathways that lead to an ethical solution.	

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of JC2/PU 3	The student demonstrates self-control in various PE settings and takes responsibility for his/her actions.	The student acts as a mediator in resolving conflicts within the group.	The student consistently acts on responsible decisions, and has the conviction to stand by the decisions made.	The student generates ideas and explores different pathways that lead to an ethical solution.	

Core value: Care

What it means	A person who is caring acts with kindness and compassion. He/she contributes to the betterment of the community and the world.
Exemplars of what Care looks like during PE	In PE, the student demonstrates consideration and empathy for others. He/she is considerate to them. He/she puts others' needs before his/her own. He/she takes the initiative to help them.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3		The student makes friends and show care and consideration for others.	The student is aware of the decisions he/she makes and the reasons for them.		The student works with others in his/her group.
By end of P6		The student values friends.	The student recognises and reflects on the impact and consequences of his/her decision on self and others.	The student reflects on his/her attitudes and behaviour.	The student works with others in his/her group to meet the group's goals.
By end of S2		The student maintains friendship, recognises and understands the power of peer influence and pressure.	The student evaluates the impact and consequences of his/her decision on self and others.	The student reflects on his/her attitudes and behaviour.	The student determines and effectively assumes the role he/she plays in the group, and work in a respectful manner with others to meet the group's goals.
By end of S4/5		The student recognises and manages changing relationships in friends.	The student reflects on and evaluates ethical issues when making decisions on self and others.	The student suspends judgement, reassesses conclusions and considers alternatives to refine his/her attitudes and behaviour.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of JC2/PU 3		The student knows how to form supportive, lasting and enduring relationships among friends.	The student demonstrates responsible decision making based on sound ethical principles.	The student suspends judgement, reassesses conclusions and considers alternatives to refine his/her attitudes and behaviour.	The student reflects on and modifies his/her role in contributing to the group's goals, as determined collectively by its members.

Core value: Harmony

What it means	A person who values harmony seeks inner happiness and promotes social cohesion. He/she appreciates the unity and diversity of a multi-cultural society.
Exemplars of what Harmony looks like during PE	In PE, the student understands the importance of teamwork and encourages it. He/she consistently values the contribution of his/her peers and is able to make them feel good about themselves.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of P3	The student recognises that everyone is unique in his/her own way.	The student identifies the feelings different people may have on the same matter.	The student is aware of the decisions he/she makes and the reasons for them.		The student interacts with others to share ideas.
By end of P6	The student recognises that everyone is unique in his/her own way.	The student is sensitive to how others feel and explain why they may feel that way.	The student recognises and reflects on the impact and consequences of his/her decision on self and others.	The student accepts different perspectives, solutions and/or methods, in an uncertain situation.	The student interacts with others to explore ideas.
By end of S2		The student accepts and values diversity.	The student evaluates the impact and consequences of his/her decision on self and others.	The student accepts different perspectives, solutions and/or methods, in an uncertain situation.	The student interacts with others to construct knowledge and new understanding.
By end of S4/5		The student leverages on diversity for the good of his/her group/class.	The student reflects on and evaluates ethical issues when making decisions on self and others.	The student manages uncertainty and adapt to diverse demands and challenges in an unfamiliar situation.	The student interacts with others to construct knowledge and new understanding.

Learning Outcomes					
Levels	Social and Emotional Competencies			Emerging 21 st Century Competencies	
	Self-Awareness & Self-Management	Social Awareness & Relationship Management	Responsible Decision Making	Critical & Inventive Thinking	Communication, Collaboration & Information Skills
By end of JC2/PU 3	The student exercises personal leadership in contributing to self, class and schoolmates based on his/her talents, skills and interests.	The student leverages on diversity for the good of the school.	The student demonstrates responsible decision making based on sound ethical principles.	The student manages uncertainty and adapt to diverse demands and challenges in an unfamiliar situation.	The student interacts with others to construct knowledge, new understanding and ideas.

SECTION 2:
CONTENT

2.1

Scope & Sequence of Primary Level Syllabus

The purpose of physical education is to *enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living*. For students to achieve the purpose of physical education, the journey starts with the primary physical education programme, which aims to develop **Competent Movers** who demonstrate efficiency, effectiveness and versatility in movement competencies.

The primary physical education programme allows student to focus on the development of different fundamental motor skills such as locomotor, non-locomotor and manipulative skills safely through a variety of physical settings and different mediums. Students demonstrate efficiency in the correct performance of discrete fundamental motor skills and in combination with other skills. Students refine their effectiveness in movement by being consistent and successful in their performance, in relation to the different movement concepts and settings. Concurrently, students' versatility is developed through the ability to transfer and apply these skills and movement concept across the different learning areas. Besides the acquisition of movement competencies, the student is also provided with the opportunity to learn and practise healthy habits like regular participation in physical activities as well as healthy eating. Through well-designed learning experiences in the different learning area, students develop their efficiency, effectiveness and versatility to become **Competent Movers**.

The seven learning areas that facilitate the organisation of these learning experiences in the primary schools are:

- Athletics (from Primary 3)
- Dance
- Games and Sports
- Gymnastics
- Outdoor Education
- Physical Health and Fitness
- Swimming (by the end of Primary 6)

The learning areas introduced at Primary 1 are Dance, Games and Sports, Gymnastics, Outdoor Education, and Physical Health and Fitness. Athletics is introduced at Primary 3 and Swimming is to be completed by Primary 6.

A balanced participation in athletics, dance, games and sports, gymnastics and swimming, with physical health and fitness blended into the five areas is essential **to teach students the critical movement skills and concepts**. These essential building blocks for developing movement competency provide the necessary movement vocabulary and experiences for learning and performance.

Students, generally, do not necessarily develop the proper way of moving (i.e. display the mature pattern²), or understand how to move properly on their own simply by playing games. Therefore, **it is extremely important that the different fundamental motor skills and concepts are introduced, and students are instructed on how to perform the components of the movement patterns correctly starting from Primary 1 and reinforced continually throughout the upper primary levels.**

Students' attitude to lead an active, healthy lifestyle strengthens with each positive interaction between the environment and learning. By the end of primary level, students develop into competent movers who enjoy participating in physical activities due to a strong foundation in skills and concepts whilst looking forward to the opportunity to learn a variety of physical activities offered in the years to come.

Motor Skills and Concepts Framework

The motor skills and concepts framework identifies the three different categories of fundamental motor skills and the four broad categories of movement concepts. This framework helps teachers to design their school physical education programme to promote students' competence in a variety of locomotor, non-locomotor and manipulative skills, but more importantly, to combine the skills, movement concepts and principles, with

² The mature pattern indicates the sequence in which components of the fundamental motor skill occur.

developmentally appropriate content to enhance understanding, mastery and application of movement skills.

The three different categories of fundamental motor skills are:

Locomotor Skills	Non-locomotor Skills	Manipulative Skills
walking, running, leaping, jumping, hopping, skipping, galloping, sliding, crawling, rolling ³ /rotating ⁴	curling, stretching, twisting, turning, spinning, pushing, pulling, rocking, swinging, pivoting, balancing, counter-balancing, counter-tension	rolling ³ , throwing, catching, bouncing, dribbling, trapping, kicking, volleying, striking

Movement concepts describe what the body is doing pertaining to where the movement action takes place, how the body moves, and whether the action is performed alone or with others, with or without equipment. The concepts describe or modify the quality of the movement, i.e., how a single skill, or combination of two or more skills, is to be performed across a broad range of experiences.

Learning and applying movement concepts ensure that students can transfer the use of quality movement to new and appropriate situations, which are characteristics of a student being efficient, effective and versatile in movement. The four broad categories of movement concepts are:

- body awareness (what the body is doing)
- space awareness (where the body and object is moving)
- effort (how the body is moving)
- relationships (with whom or what the body is relating to as it moves).

³ Rolling appears twice as a locomotor roll-like action and a manipulative sending an object away action.

⁴ Rotating is used primarily in gymnastics to refer to action around all axis (e.g. log roll, forward roll)

Table 1 provides the description of the four broad categories of movement concepts and related sub-categories to be applied across the specific activity areas of athletics, dance, games and sports, gymnastics and swimming (see specific learning area descriptions).

Body Awareness (what the body is doing)	Space Awareness (where the body and object is moving)	Effort (how the body is moving)	Relationships (with whom or what the body is relating as it moves)
<p>Body Parts</p> <ul style="list-style-type: none"> Head, shoulders, elbows, wrists, hands, fingers, belly, chest, back, bottom, hips, knees, ankles, feet, toes. <p>Body Shapes</p> <ul style="list-style-type: none"> Narrow, wide, round, twisted, symmetrical, asymmetrical. <p>Actions of body parts</p> <ul style="list-style-type: none"> Weight bearing, apply force, receive force or weight, lead the action, weight transfer. <p>Action of the whole body</p> <ul style="list-style-type: none"> Locomotor, non-locomotor, manipulative. <p>Body positions⁵</p> <ul style="list-style-type: none"> Lie, sit, stand, prone, supine, kneel, inverted. <p>Body surfaces⁵</p> <ul style="list-style-type: none"> Front, back, side, top, bottom. 	<p>Location/Space</p> <ul style="list-style-type: none"> Personal, general. <p>Direction</p> <ul style="list-style-type: none"> Forward, backward, sideways (left, right), up, down, clockwise, counterclockwise. <p>Level</p> <ul style="list-style-type: none"> High, medium, low. <p>Pathway</p> <ul style="list-style-type: none"> Straight, curved, zigzag. <p>Extension</p> <ul style="list-style-type: none"> Small, large. <p>Planes</p> <ul style="list-style-type: none"> Sagittal, transverse, frontal. 	<p>Time</p> <ul style="list-style-type: none"> Fast/sudden, slow/sustained, accelerating, decelerating. <p>Force</p> <ul style="list-style-type: none"> Hard/strong/firm, Soft/weak/light. <p>Flow</p> <ul style="list-style-type: none"> Bound/stoppable, Free/ongoing. 	<p>People</p> <ul style="list-style-type: none"> Solo, alone in a mass, partners, even/uneven groups, individual to group, group to group. <p>Position</p> <ul style="list-style-type: none"> Above/below, over/under, on/off, inverted, mount/dismount, in front of/behind, beside, alongside, through, surround, around, between, support/supported, lift/lifted, meet/part, near to/far from. <p>Timing</p> <ul style="list-style-type: none"> Simultaneous <ul style="list-style-type: none"> Mirror, match, contrast, unison. Alternate <ul style="list-style-type: none"> Take turns. Successive <ul style="list-style-type: none"> Movement sequence, canon, act/react, lead/follow. <p>Goal</p> <ul style="list-style-type: none"> Cooperative, collaborative, competitive. <p>Environment</p> <ul style="list-style-type: none"> Static, dynamic.

Table 1. Motor Skills and Movement Concepts Framework⁶

⁵ The sub-categories of body positions and body surfaces are used primarily in gymnastics and swimming.

⁶ The framework is adapted primarily from the following sources: Abels, K.W. & Bridges, J.M. (2010). p.11; Gallahue, D.L. & Donnelly, F.C. (1993). p. 388-389, 393; Graham, G., Holt/Hale, S.A. & Parker, M. (1993). p.24; Logsdon, B.J. et al. (1984). p.140. Refer to these sources for a detailed understanding of the various movement concepts and sub-categories.

- Abels, K. W., & Bridges, J. M. (2010). *Teaching movement education. United States: Human Kinetics.*
- Baumgarten, S., & Langton, T. (2006). *Elementary physical education: Building a solid movement foundation. Champaign, IL: Stipes.*
- Graham, G., Holt/Hale, S. A., & Parker, M. (1980). *Children moving: A reflective approach to teaching physical education. (3rd ed). Mountain View: CA.*
- Logsdon, B.J., Barrett, K.R., Ammons, M., Broer, M.R., Halverson, L.E., McGee, R. & Robertson, M.A. (1984). *Physical education for children: A focus on the teaching process (2nd ed). Philadelphia: Lea & Febiger.*
- Mitchell, D., Davis, B., & Lopez, R. (2002). *Teaching fundamental gymnastics Skills. USA: Human Kinetics.*

Learning Outcomes

The developmentally appropriate LOs specify minimally what students should know and be able to do for all the learning areas by each specific level except for swimming which is to be completed by the end of the primary level. They serve to guide the development of unit and lesson planning, and the conduct of the lesson.

The sequence of the LOs presented in each learning area is in no way prescribing a linear means of organising, ordering and delivering the content. For example, schools can plan to introduce the LOs for *kicking* before *throwing* for Primary 2.

However, the LOs for specific skills are generally organised sequentially from simple to complex based on the acquisition of skill proficiency. For example, students should learn to kick a stationary ball *while stationary* before proceeding onto kicking a stationary ball using a *smooth running approach*.

Some of the LOs can be achieved through 1 or 2 lessons. However, **not all LOs are meant to be achieved within 1 to 2 lessons, but more realistically through a sequence of lessons and distributed practice** throughout the school year. Several skills can be presented in one lesson and developed over several lessons. **Adequate practice time needs to be scheduled to allow students to achieve control and precision in their movements.**

Athletics

The athletics component involves students primarily in running, jumping and throwing activities that promote both personal striving and comparison. Initial learning should focus on exploring the fundamentals of walking, running, jumping, and throwing while progressively developing and applying these movements into techniques in the later stages of learning. Students participate in challenges that increase their personal performances by testing themselves against fellow students, and also by meeting non-competitive contexts where the focus remains on improving one's personal best. Multiple learning contexts will be presented for students to learn to be determined and resilient, as they developed their potential. These opportunities encourage students to run faster and over different distances, jump higher and further, and throw different objects with improving distance.

Learning Outcomes for Athletics

The basic actions of Athletics, which are running, jumping and throwing are acquired at Primary 1 and 2 mainly through dance, games and sports and gymnastics. Athletics is taught from Primary 3 onwards where the basic actions of running, jumping and throwing acquired at Primary 1 and 2 are transferred and developed to more specialised skills. Through Athletics, students challenge themselves to run faster and over longer distance, jump for height and distance, and throw objects of different shapes and weight for distance and accuracy.

Primary 3 - Athletics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
Running	<ol style="list-style-type: none"> 1. Run for 9 to 12 minutes⁷ over a distance of up to 1200 meters. 2. Sprint from a standing start with sustained effort over a distance of 30 to 40 meters, with finishing technique (i.e. running through). 3. Run in a pair relay to pass a baton using the visual pass. 4. Run a distance of 40 meters over evenly spaced obstacles of approximately 30 cm high (e.g. hurdles, boxes) using both left leg and right leg as lead leg.
Jumping (Distance & Height)	<ol style="list-style-type: none"> 1. Jump for distance and height while standing. 2. Jump for distance using the single-foot take-off with a short approach (i.e. taking 3 to 4 steps). 3. Jump for height using single-foot take-off over an obstacle approximately 30 centimeters in height using a short approach (i.e. taking 3 to 4 steps).
Throwing	<ol style="list-style-type: none"> 1. Throw using the overhand throw from a standing position, appropriate projectile-like objects, aiming for height and distance.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
<ul style="list-style-type: none"> • Demonstrate an understanding of speed and pacing when sprinting and running over a distance of 1200 meters. • Demonstrate an understanding of taking-off for distance and for height. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually (e.g. making sure that shoelaces are tied, warm-up to prevent injury). 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify places in the neighbourhood suitable for physical activities. • Identify physical activities that can be done with the family. 	

⁷ The time indicator is to focus on the concept of pacing for long distance running rather than for an evaluative purpose.

Primary 4 - Athletics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
Running	<ol style="list-style-type: none"> 1. Run for 12 to 15 minutes⁷ over a distance of up to 1600 meters. 2. Sprint from a crouch start with sustained effort over a distance of at least 40 meters, with acceleration and finishing technique. 3. Run in a standard relay (i.e. 4 students per team) to pass a baton⁸ while stationary and moving slowly in a straight line. 4. Run a distance of at least 40 meters over evenly spaced obstacles of approximately 30 to 40 centimeters high (e.g. hurdles, boxes) using left leg and right leg as lead leg, in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).
Jumping (Distance & Height)	<ol style="list-style-type: none"> 1. Jump for distance using single-foot take-off with a short approach run (i.e. taking 3 to 5 strides). 2. Jump for height using single-foot take-off over an obstacle approximately 30 to 40cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides).
Throwing	<ol style="list-style-type: none"> 1. Throw using a short approach run (i.e. taking 3 strides), appropriate projectile-like objects, aiming for both height and distance. 2. Push a weighted ball from a standing position, aiming for both height and distance.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
<ul style="list-style-type: none"> • Recognise the different take-offs for height and distance and explain the differences and similarities in the movements. • Demonstrate an understanding of how an object can be thrown to achieve greater distance. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually and with others. (e.g. following the rules and playing fair, cooperating with others) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in sustained moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify factors that motivate participation in physical activities at school, home and community. 	

⁷The time indicator is to focus on the concept of pacing for long distance running rather than for an evaluative purpose.

⁸The baton passing in a standard relay refers to: runner 1 to pass with right hand and runner 2 receive with left hand, followed by runner 2 pass with left hand and runner 3 receives with right hand, etc.

Primary 5 - Athletics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
Running	<ol style="list-style-type: none"> 1. Run varying the pace over a distance of up to 1600 meters. 2. Sprint from a crouch start with sustained effort over a distance of 50 to 60 meters, with acceleration and finishing technique. 3. Run in a standard relay to pass a baton using the visual pass with an acceleration zone in a straight line or on a curve pathway, each student running a distance of 25 meters. 4. Run a distance of 50 to 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left leg and/or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).
Jumping (Distance & Height)	<ol style="list-style-type: none"> 1. Jump for distance with single-foot take off using a short approach run (i.e. taking 5 to 7 strides). 2. Jump for height with single-foot takeoff over an obstacle approximately 40 to 50 centimeters in height from one foot using a short approach run (i.e. taking 5 to 7 strides).
Throwing	<ol style="list-style-type: none"> 1. Throw using a short, fast approach run (i.e. taking 5 or 7 strides), appropriate projectile-like objects, aiming for both height and distance. 2. Push a weight-appropriate shot-like objects (e.g. rubberised shot) from a standing position, aiming for both height and distance. 3. Throw using the sidearm pattern with arm fully extended and shoulders square to the target, a quoit, aiming for both height and distance.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
<ul style="list-style-type: none"> • Demonstrate an understanding of acceleration and deceleration when passing the baton in a relay. • Demonstrate an understanding of stride length and rhythm when running over evenly spaced obstacles (e.g. hurdles and boxes). 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self at risk. 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys within school (not including physical education lessons). 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify opportunities for participation in physical activities outside physical education lessons. 	

Primary 6 - Athletics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
Running	<ol style="list-style-type: none"> 1. Sprint from a crouch start with sustained effort over a distance of 60 to 70 meters, with acceleration and finishing technique. 2. Run in a standard relay to pass a baton using the non-visual technique with an acceleration zone in a straight line or on a curve pathway, each student running a distance of 50 meters. 3. Run/sprint a distance of 60 to 80 meters over evenly spaced obstacles of approximately 40 to 50 centimeters high (e.g. hurdles, boxes) using left leg and/or right leg as lead leg in a consistent and rhythmic manner.
Jumping (Distance & Height)	<ol style="list-style-type: none"> 1. Jump for distance with single-foot take off using a short approach run (i.e. taking 7 to 10 strides). 2. Jump for height with single-foot takeoff over an obstacle approximately 50 to 60 centimeters in height from one foot using a short approach run (i.e. taking 7 to 10 strides).
Throwing	<ol style="list-style-type: none"> 1. Throw using a short, fast approach run (i.e. taking 5 or 7 strides), appropriate projectile-like objects, aiming for both height and distance, demonstrating good throw form, and with smooth transition in the sequence of movements. 2. Push a weight-appropriate shot-like objects (e.g. rubberised shot) using the standing putting technique with rotation through waist to increase force, demonstrating good push-throw form. 3. Throw using the sidearm pattern with arm fully extended and non-dominant side facing the target a discus-like objects, aiming for both height and distance.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
<ul style="list-style-type: none"> • Demonstrate an understanding of the technique of the non-visual pass in a relay. • Demonstrate an understanding of maximum force production when throwing for distance and height. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk. 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys outside school. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify barriers to participating in physical activities and suggest ways to overcome them. 	

Dance

Dance develops in students an understanding of rhythmic movement. It also enables students to express and communicate feelings and ideas through exploration, creation and performance. The focus is on the use of body as instrument of communication and self-expression, accompanied by various stimuli. Through a variety of learning experiences ranging from creative to other dance forms, the enjoyment and appreciation of the quality of movement can be achieved. Opportunities for involvement in and enjoyment of different dances can promote harmony and respect for cultural differences.

Learning Outcomes for Dance

In learning to move through dance, students will progress through the following developmental sequence incorporating an understanding of body, space, effort and relationship awareness:

movement patterns → movement phrases → sequence of movement phrases →
structured dances

- Movement patterns (locomotor and non-locomotor movements)
- Movement phrases (a combination of movement patterns)
- Sequence of movement phrases (a combination of movement phrases in some order)
- Structured dances (pre-designed movement sequences)

Primary 1 - Dance	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Exploring	<ol style="list-style-type: none"> 1. Explore a variety of locomotor and non-locomotor movements in variations of location/space, direction, level and time in response to a range of stimuli⁹. 2. Explore shapes with various body parts at different level and facing different direction in response to a range of stimuli.
Creating & Performing	<ol style="list-style-type: none"> 1. Work in pairs to develop a movement phrase with locomotor and non-locomotor movements using a combination of shape, direction, level and time, and perform in various timing (i.e. unison, take turns). 2. Express through body movements a range of feelings and ideas¹⁰. 3. Perform a pre-designed movement experience¹¹ to the music '<i>Chan Mali Chan</i>', and repeat with modifications to timing (i.e. unison, take turns).
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Recognise the different locomotor and non-locomotor movements and explain the differences and similarities in these movements. • Demonstrate an understanding of shape, location/space, direction, level and time in locomotor and non-locomotor movements to a range of stimuli. • Demonstrate an understanding of the differences between performing a movement phrase in unison and by taking turns. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Demonstrate safe behaviour in a physical activity setting with self. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participate in physical activities that promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Understand how regular participation in physical activities is beneficial to growth and health. • Identify the activities that provide personal satisfaction and enjoyment. 	

⁹ Stimuli - Scaffold the teaching and learning process using stimuli to initiate ideas for movement:

- a. Ideation (i.e. story/idea)
- b. Auditory (i.e. sound and music with focus on beats and tempo)
- c. Visual (i.e. pictures)
- d. Tactile (accompanying objects e.g. scarves, feathers)
- e. Kinesthetic (movement itself – i.e. start off with a movement pattern or introduce a movement phrase)

¹⁰ Express an idea – convey a theme or message (e.g. using movements to portray happiness and sadness)

¹¹ Pre-designed movement experience comprises simple movement phrases.

Primary 2 - Dance	
Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.	
Exploring	<ol style="list-style-type: none"> 1. Explore a variety of locomotor and non-locomotor movements in variations of pathway, force and flow in response to a range of stimuli ⁹. 2. Explore shapes in variations of level and extension in response to a range of stimuli.
Creating & Performing	<ol style="list-style-type: none"> 1. Work in pairs to develop a movement phrase with locomotor and non-locomotor movements using a combination of shape, level, pathway, force, flow and perform in various position (i.e. meet/part, near/far) and timing (i.e. mirror, match, lead/follow). 2. Express through body movements, in variations of time, force and flow, a range of feelings and ideas¹⁰. 3. Perform a pre-designed movement experience¹¹ to the music '<i>Ode to Joy</i>', and repeat with modifications to timing (i.e. mirror, match, lead/follow).
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of pathway, force and flow in locomotor and non-locomotor movements to a range of stimuli. • Demonstrate an understanding of the differences between performing a movement phrase by mirroring, matching and leading/following. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Identify ways of protecting themselves and others during physical activities. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participate in a variety of physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify different types of moderate- to-vigorous intensity physical activities for one to participate. • Identify ways to increase time for physical activities beyond physical education lessons and school. 	

⁹ Stimuli - Scaffold the teaching and learning process using stimuli to initiate ideas for movement:

- a. Ideation (i.e. story/idea)
- b. Auditory (i.e. sound and music with focus on beats and tempo)
- c. Visual (i.e. pictures)
- d. Tactile (accompanying objects e.g. scarves, feathers)
- e. Kinesthetic (movement itself – i.e. start off with a movement pattern or introduce a movement phrase)

¹⁰ Express an idea – convey a theme or message (e.g. using movements to portray happiness and sadness)

¹¹ Pre-designed movement experience comprises simple movement phrases.

Primary 3 - Dance	
Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.	
Exploring	1. Explore movement phrases in variations of position (i.e. above/below, in front of/behind, beside, between) and formation ¹² , with and without contacting group members, in response to music.
Creating & Performing	1. Work in small groups of 3 to 5, to develop and demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members. 2. Perform a pre-designed movement experience ¹¹ to the music 'In Appreciation', and repeat with modifications to group formation.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of locomotor and non-locomotor movements in relation to position and formation. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually. (e.g. making sure that shoelaces are tied, warm-up to prevent injury) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify places in the neighbourhood suitable for physical activities. • Identify physical activities that can be done with the family. 	

¹¹ Pre-designed movement experience comprises simple movement phrases.

¹² Formation – where people are located in relation to others (e.g. line, square, circle, triangle)

Primary 4 - Dance	
Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.	
Exploring	1. Explore different body parts to lead movements in variations of direction, level, pathway, time and force in response to music.
Creating & Performing	1. Work in small groups of 3 to 5, to develop and demonstrate a sequence of movement phrases with different body parts leading the movement. 2. Perform a pre-designed movement experience ¹¹ to the music ' <i>Maple Leaf Rag</i> ', and repeat with modifications to the movement phrases.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> Demonstrate an understanding of leading the movement using different body parts. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> Demonstrate safe behaviour when participating in physical activities individually and with others. (e.g. following the rules and playing fair, cooperating with others) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> Participate in sustained moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> Identify factors that motivate participation in physical activities at school, home and community. 	

¹¹ Pre-designed movement experience comprises simple movement phrases.

Primary 5 - Dance	
Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.	
Creating & Performing	<p>Perform the following structured dances and repeat with modifications to the movement phrases.</p> <ul style="list-style-type: none"> • 'CEIMO CEIMO' (<i>single-circle folk dance</i>) • 'Apat Apat' (<i>double-circle folk dance</i>) • 'Slappin' Leather' (social dance)
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of performing folk (single and double formation) and social dances in a large group setting. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self at risk. 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys within school (not including physical education lessons). 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify opportunities for participation in physical activities outside physical education lessons. 	

Primary 6 - Dance	
Goal 1: Acquire a range of movement skills to participate in a variety of physical activities.	
Creating & Performing	<p>Perform the following structured dances and repeat with modifications to the movement phrases.</p> <ul style="list-style-type: none"> • 'Sicilian Tarantella' (line-facing folk dance) • 'Let's Bounce' (social dance)
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of performing folk (line-facing formation) and social dances in a large group setting. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk. 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys outside school. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify barriers to participating in physical activities and suggest ways to overcome them. 	

Games and Sports

Games and Sports promote the students' playful tendency to control objects and the body during the early stages of learning. Early movement experiences, practised individually and in cooperative relationships with others, help develop competency and confidence in critical elements of discrete motor skills that progressively lead toward mature patterns. Skills practised in combination with and incorporating movement concepts are essential before application across a broad range of formalised but simplified game-like activities. Games-related concepts such as 'using space', 'keeping possession', 'creating attack', 'delaying invasion', 'defending space', 'advancing bases' are consciously weaved into appropriate teacher-structured game situations, together with an emphasis on the learning and demonstration of values like integrity, respect and resilience. A range of game play experiences from territorial-invasion, net-barrier, striking-fielding, and other games encourages students' safe and maximal participation, with modification to game rules to match and enhance their developing skills and understanding.

Learning Outcomes for Games and Sports

In Games and Sports, the basic fundamentals of manipulative skills are mainly taught in Primary 1 to 3. Students learn the various movement patterns for each skill and how it can be performed under the different movement concepts of space, effort and relationship awareness. For example, after learning the movement pattern for dribbling, students learn to dribble stationary followed by on the move and at different speed and pathways to avoid a defender.

Practice is carried out in simple situations like stationary and on the move, without and with a partner. Combination skills like catching and throwing an object, e.g., catching, dribbling and throwing a ball to a teammate are taught from Primary 4. Students apply their skills in more complex game-like situations such as catching and throwing an object while defended.

From Primary 5 onwards, games are organised in three games category of net-barrier, striking-fielding and territorial-invasion with the various games-related concepts (refer to [Table 2](#)). Situational games¹³ will be used to teach the students the games-related concepts and the related skills (*“How to do”*). For example, in a 1v1 situational game in the territorial-invasion category, students will have to move away from the defender or protect the ball (*“What to do”*). This is done by dribbling or shielding the ball (*“How to do”*). The *“How to do”* segment are skills that students have learnt from Primary 1 to 4. Students get to reinforce and apply the skills learnt in Primary 5 and 6. Quick decisions (*‘What to do’*) have to be made by selecting the most appropriate movement as demanded by the context presented in the situational game.

¹³ Situational game refers to the context of which a specific number of players from both teams are interacting in offence and defence, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

Games-Related Concepts¹⁴ and Skills

Games-related concepts are introduced to students through modified games. Both fundamental and specialised skills and movement concepts are required in playing these games. In this syllabus, games are classified into the following categories:

- net-barrier;
- striking-fielding;
- territorial-invasion.

Within each game category, there are games-related concepts that are transferrable from game to game. Table 2 describes the main intention of the game and the games-related concepts across the three games categories.

	Net-Barrier		Striking-Fielding		Territorial-Invasion	
Main intention of the game	To send the object (e.g. a ball or shuttle) back to the opponent so that he/she is not able to return it or is forced to make an error. The play area is separated by a barrier such as a net that is placed at a pre-determined height. Serving is the only time the object is held in hand.		To place the ball away from the fielder and score runs by advancing bases safely.		To attack the opponent's defending area and score a goal while protecting own goal at the same time. Scoring is achieved through sending and/or shooting an object (e.g. a ball) to a specific or target area accurately, or moving the object across an open-ended target (e.g. across a line).	
Games-related concept	Offence	Defence	Offence	Defence	Offence	Defence
	<ul style="list-style-type: none"> • Winning the point • Setting up an attack 	<ul style="list-style-type: none"> • Defending against an attack • Defending space 	<ul style="list-style-type: none"> • Sending into space • Advancing bases to score 	<ul style="list-style-type: none"> • Defending space • Defending bases 	<ul style="list-style-type: none"> • Keeping possession of the ball • Using space to invade • Creating space to invade • Attacking the goal 	<ul style="list-style-type: none"> • Regaining possession of the ball • Delaying the invasion • Denying space to invade • Denying scoring opportunity

Table 2. Games-related Concepts and Skills

¹⁴ Adapted from :

- Butler, J. (1997). How would Socrates teach games? A constructivist approach. *Journal of Physical Education, Recreation & Dance*, 68 (9), Nov/Dec.
- Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2006, 2013). *Teaching sport concepts and skill: A tactical games approach*. (2nd Ed & 3rd Ed). Champaign, IL: Human Kinetics.
- Ward, G & Griggs, G. (2011). Principles of play: a proposed framework towards a holistic overview of games in primary physical education. *Education 3-13*, 39 (5). Nov.

Primary 1 – Games and Sports		
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.		
Sending ¹⁵ and Receiving ¹⁶	Rolling Underhand and Catching	<ol style="list-style-type: none"> 1. Roll using the underhand¹⁷ movement pattern, a small ball along a line. 2. Roll using the underhand movement pattern, small to medium-sized objects towards a large target. 3. Catch using the hands, a ball rolled from a partner from a distance 5 meters away.
	Tossing/ Throwing and Catching	<ol style="list-style-type: none"> 1. Throw using the underhand movement pattern, a variety of small objects towards a large target at least 3 meters away, at a low and medium level. 2. Throw using the 2-handed underhand movement pattern, a medium-sized ball towards a large target at least 3 meters away, at different levels. 3. Throw using the 2-handed overhead movement pattern, a medium-sized ball towards a large target at least 5 meters away, at different levels. 4. Throw using the overhand¹⁵ movement pattern, a variety of small objects towards a large target at least 5 meters away, at different levels. 5. Throw using the sidearm movement pattern, a variety of small objects towards a large target, at least 5 meters away. 6. Self-toss using the 1- and 2-handed underhand movement pattern, a ball and catch with 1 and 2 hands, above the head and at waist level within two steps. 7. Catch using 1 and 2 hands a self-bounced ball at different levels. 8. Catch using two hands a gently thrown ball from a distance of 3 meters away, at waist level.
Sending	Striking/ Volleying (with body part)	<ol style="list-style-type: none"> 1. Strike with 1 hand using the underhand movement pattern a large light weight ball upwards, allowing for one bounce before the next strike.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.		
<ul style="list-style-type: none"> • Recognise that the point of release influences the accuracy for rolling and throwing of an object. • Demonstrate an understanding of the proper hand and finger position for catching a ball coming at different heights and directions. • Identify the point of contact when striking an object upwards. 		
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.		
<ul style="list-style-type: none"> • Demonstrate safe behaviour in a physical activity setting with self. 		
Goal 4: Display positive personal and social behaviour across different experiences.		
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 		

¹⁵ Sending refers to directing an object away with force (e.g. rolling, throwing, striking/volleying, kicking).

¹⁶ Receiving refers to obtaining possession of an object coming at any level, direction and speed (e.g. catching, trapping).

¹⁷ 'Underhand' and 'overhand' are used synonymously with 'underarm' and 'overarm'.

Primary 1 – Games and Sports	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participate in physical activities that promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Understand how regular participation in physical activities is beneficial to growth and health. • Identify the activities that provide personal satisfaction and enjoyment. 	

Primary 2 – Games and Sports		
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.		
Sending ¹⁵ and Receiving ¹⁶	Rolling Underhand and Catching	1. Roll using the underhand movement pattern, a small ball for distance, while maintaining accuracy.
	Throwing and Catching	1. Throw using the underhand movement pattern, a variety of small and medium-sized objects towards a stationary partner, at least 4 meters away who will catch with one and two hands, below and above the waist. 2. Throw using the overhand movement pattern, a variety of objects at or into a target, increasing the distance from the target and maintaining accuracy. 3. Throw using the underhand movement pattern, a variety of objects to a moving partner, who will catch with one and two hands. 4. Throw using the overhand movement pattern, a variety of small objects towards a stationary partner, between 6 to 10 meters away, who will catch with one and two hands.
Sending	Kicking	1. Kick using the instep of the foot a stationary ball from a stationary position to a wall, at least 6 m away. 2. Kick a stationary ball using a smooth running approach.
	Striking/ Volleying (with body part)	1. Strike with 1 and 2 hands using the underhand movement pattern, a large light weight ball with control in a strike-bounce-strike pattern above a line target on the wall.
	Striking (with implement)	1. Strike using the underhand movement pattern, a drop ball (or shuttlecock) with a large, short-handled paddle against the wall. 2. Strike using the 2-handed sidearm movement, a ball from a tee/cone. 3. Push using a long-handled implement, a ball to a target on the ground.
Propelling ¹⁸	Dribbling/ Tapping (with hand, leg and implement)	1. Dribble with dominant and non-dominant hand while moving through space for a sustained period with control. 2. Dribble a ball using the inside of the foot of the dominant leg. 3. Tap using an implement (e.g. junior stick) a ball along the ground.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.		
<ul style="list-style-type: none"> • Recognise the key elements of rolling and throwing for distance. • Demonstrate an understanding on how to reduce the impact force while catching and receiving objects. • Demonstrate an understanding of where to place the non-kicking foot in kicking a stationary ball from a stationary position or a running approach. • Analyse the amount of force required when dribbling a ball with the hands, foot and implement. 		

¹⁵ Sending refers to directing an object away with force (e.g. rolling, throwing, striking/volleying, kicking).

¹⁶ Receiving refers to obtaining possession of an object coming at any level, direction and speed (e.g. catching, trapping).

¹⁸ Propelling refers to what one does when travelling with an object and maintain possession of it at the same time (i.e. dribble an object with the hands, feet or implement).

Primary 2 – Games and Sports	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> Identify ways of protecting oneself and others during physical activities. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> Participate in a variety of physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> Identify different types of moderate-to-vigorous intensity physical activities for one to participate. Identify ways to increase time for physical activities beyond physical education lessons and school. 	

Primary 3 – Games and Sports		
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.		
Sending ¹⁵ and Receiving ¹⁶	Throwing and Catching	<ol style="list-style-type: none"> 1. Throw using the 2-handed push pattern (chest pass and bounce pass) and the 2-handed overhead movement pattern (overhead pass) to a stationary and moving partner. 2. Throw using the backhand pattern, a disc to a stationary and moving partner, who will catch at different levels. 3. Throw (Shoot) using a variety of movement patterns at or into increasingly smaller targets (e.g. cone, hoop, basket, or net) using proper follow through. 4. Throw (Pass) and catch using one and two hands away from the body, a variety of objects with a partner while both partners are moving, at least a distance of 4 to 12 meters away. 5. Throw (Pass) to a moving partner, while either one is defended.
	Kicking and Trapping (with body part)	<ol style="list-style-type: none"> 1. Trap using the foot while stationary a ball coming below the knee. 2. Kick (Pass) using the inside of the foot a ball on the ground to a stationary and moving partner who will trap using the foot. 3. Pass to a moving partner while either one is defended. 4. Kick a rolling ball towards a goal, using a smooth running approach.
	Striking and Trapping (long-handled implement)	<ol style="list-style-type: none"> 1. Strike using the 2-handed sidearm movement pattern, a long-handled implement and a ball thrown from a distance of at least 8m. 2. Trap using a long-handled implement a ball coming at different directions. 3. Push using a long-handled implement a ball to a stationary and moving partner who will trap with a long-handled implement. 4. Push using a long-handled implement a ball to a moving partner while either one is defended. 5. Push (Shoot) using a long-handled implement a ball at a target (goal).
Sending	Striking/ Volleying (with body part)	<ol style="list-style-type: none"> 1. Strike (Serve or Pass) using the underhand movement pattern (forearm pass) with 1 and 2 hands, a ball with a partner continuously with control in a strike-bounce-strike pattern. 2. Strike (Volley) using the 2-handed overhead movement pattern a ball so that it travels in the intended direction at the desired height.
	Striking (a racket)	<ol style="list-style-type: none"> 1. Strike using the underhand and overhand movement patterns, a racket and a shuttle with a partner continuously in control over a high net. 2. Strike using the underhand and forehand stroke a racket and ball continuously against a wall. 3. Strike using the underhand, forehand and backhand stroke a racket and ball continuously with a partner over a low net.
Propelling ¹⁸	Dribbling	<ol style="list-style-type: none"> 1. Dribble using the hands, keeping away from a defender, either through moving or shielding the ball. 2. Dribble using the feet and a long-handled implement for sustained period through space while avoiding others (changing directions, stopping and starting with control), while preventing others from stealing the ball.

¹⁵ Sending refers to directing an object away with force (e.g. rolling, throwing, striking/volleying, kicking).

¹⁶ Receiving refers to obtaining possession of an object coming at any level, direction and speed (e.g. catching, trapping).

¹⁸ Propelling refers to what one does when travelling with an object and maintain possession of it at the same time (i.e. dribble an object with the hands, feet or implement).

Primary 3 – Games and Sports	
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Recognise the key elements of rolling and throwing for distance. • Demonstrate an understanding on how to reduce the impact force while catching and receiving objects. • Demonstrate an understanding of where to place the non-kicking foot in kicking a stationary ball from a stationary position or a running approach. • Analyse the amount of force required when dribbling a ball with the hands, foot and implement. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually. (e.g. making sure that shoelaces are tied, warm-up to prevent injury) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify places in the neighbourhood suitable for physical activities. • Identify physical activities that can be done with the family. 	

Primary 4 – Games and Sports	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Sending and Travelling	<ul style="list-style-type: none"> Send (Throw, Kick and Push using a long-handled implement) an object (ball, puck) to a stationary and moving teammate, remain in position or move into a new position to receive a return pass, while either the sender or receiver is being defended. Send (Strike, Serve & Volley) an object using body parts and racket over a net/barrier away from the opponent and move into position to receive a return pass from the opponent. Send (Volley) an object to a teammate and move into position to receive a pass from a teammate. Send (Strike) an object using an implement so that the object travels in the intended direction and move to the desired position.
Receiving and Sending	<ul style="list-style-type: none"> Receive a pass (with the hands, feet and a long-handled implement) and send to a stationary and moving teammate, while either the receiver or sender is being defended. Receive a pass (with the hands, feet and a long-handled implement) or a rebound and shoot on goal, with and without a defender.
Receiving, Propelling and Sending	<ul style="list-style-type: none"> Receive a pass and dribble (using the hands, feet and a long-handled implement), keeping away from a defender and either pass to a stationary and moving partner or shoot on goal, with and without a defender.
Travelling and Sending	<ul style="list-style-type: none"> Move into position to strike an object accurately and with applied force using the underhand, overhand, backhand and forehand/sidearm stroke so that the ball travels in the intended direction and location over a low and high net.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> Demonstrate an understanding of how changing speed and direction can enable one to move away from a defender. Demonstrate an understanding of appropriate pass(es) when throwing an object at a high target and to a moving partner. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> Demonstrate safe behaviour when participating in physical activities individually and with others. (e.g. following the rules and playing fair, cooperating with others) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	

¹⁵ Sending refers to directing an object away with force (e.g. rolling, throwing, striking/volleying, kicking).

¹⁶ Receiving refers to obtaining possession of an object coming at any level, direction and speed (e.g. catching, trapping).

¹⁸ Propelling refers to what one does when travelling with an object and maintain possession of it at the same time (i.e. dribble an object with the hands, feet or implement).

Primary 4 – Games and Sports	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none">• Identify factors that influence one in the participation of physical activities.	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none">• Participate in sustained moderate-to-vigorous physical activities according to one's ability.• Identify factors that motivate participation in physical activities at school and at home.	

Primary 5 and 6

Learning Outcomes - Net-Barrier Category

1. Winning the Point /Defending against an Attack

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game ¹⁹	Defence	
Winning the Point			Defending against an Attack	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Strike/Serve/Volley the object in the intended direction and move to the desired position 	<ul style="list-style-type: none"> Send the object into space that is located at either back (close to boundary) or front (close to the net or service line) away from the opponent to prevent the opponent from returning the object 	1v1 Shot placement to opponent's side (depth)	<ul style="list-style-type: none"> Find the central base position to maximise court coverage Move from the central base position to return the shot Recover to the central base position after returning the object to maximise court coverage 	<ul style="list-style-type: none"> Move into position to strike/volley an object

¹⁹ Situational Game refers to the context of which a specific number of players from both teams are interacting in offence and defense, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Strike/Serve/Volley the object in the intended direction and move to the desired position 	<ul style="list-style-type: none"> Send the object into space that is located close to the side boundaries²⁰ and away from the opponent to prevent the opponent from returning the object 	<p>1v1</p> <p>Shot placement to opponent's side (width)</p>	<ul style="list-style-type: none"> Find the central base position to maximise court coverage Move from the central base position to return the shot Recover to the central base position after returning the object to maximise court coverage 	<ul style="list-style-type: none"> Move into position to strike/volley an object
<ul style="list-style-type: none"> Strike/Serve/Volley the object in the intended direction and move to the desired position 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> Send the object into space that is located close to the net, deep to the sides, or between the 2 opponents to prevent the opponent from returning the object <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> Maintain central base position to maximise court coverage 	<p>2v2</p> <p>Shot placement to opponent's side</p>	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> Move from central base position to return the object Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> Cover by moving to a new central base position for the larger playing area Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> Move into position to strike/volley an object Travelling

²⁰ Boundary as dictated by the service court or area

2. Setting up an Attack/Defending Space

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Strike/Volley the object in the intended direction and move to the desired position 	<ul style="list-style-type: none"> Send the object into open space that is located either front or back of the playing area to force the opponent away from his central base position 	<p>1v1</p> <p>Shot placement to opponent's side (depth)</p>	<ul style="list-style-type: none"> Move from central base position to return the object Recover to the central base position after returning the object to maximise court coverage 	<ul style="list-style-type: none"> Move into position to strike/volley an object
<ul style="list-style-type: none"> Strike/Volley the object in the intended direction and move to the desired position 	<ul style="list-style-type: none"> Send the object into open space that is located either sides of the playing area to force the opponent away from his central base position 	<p>1v1</p> <p>Shot placement to opponent's side (width)</p>	<ul style="list-style-type: none"> Move from central base position to return the object Recover to the central base position after returning the object to maximise court coverage 	<ul style="list-style-type: none"> Move into position to strike/volley an object

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Strike/Volley the object in the intended direction and move to the desired position 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the object into space that is located close to the net, deep to the sides, or between the 2 opponents to force the opponent away from his central base position <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Maintain central base position to maximise court coverage 	<p style="text-align: center;">2v2</p> <p style="text-align: center;">Shot placement to opponent's side</p> <p>Condition</p> <ul style="list-style-type: none"> • Each team allowed only 1 touch before the object is sent over 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> • Cover by moving to a new central base position for the larger playing area • Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> • Move into position to strike/volley an object • Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> If the object is received in the middle, back half of the court, the on-the-ball receiver sends the object diagonally towards the left or right side of the front court <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> The off-the-ball receiver will move to position at the left or right side of the net, diagonally opposite to the on-the-ball receiver, to either 'win the point' or carry on to 'set up the attack' 	<p style="text-align: center;">2v2</p> <p style="text-align: center;">Shot placement to own side (Object received middle, back half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> Each team allowed X number of touches before object is sent over the net No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> Move from central base position to return the object Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> Cover by moving to a new central base position for the larger playing area Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> Move into position to strike/volley an object Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> • If the object is received at the sides, back half of the court, the on-the-ball receiver sends the ball diagonally towards the middle of the front court <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> • The off-the-ball receiver will move to position at the middle, front court, diagonally opposite to the on-the-ball receiver, to either 'win the point' or carry on to 'set up the attack' 	<p style="text-align: center;">2v2</p> <p style="text-align: center;">Shot placement to own side (Object received at sides, back half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> • Cover by moving to a new central base position for the larger playing area • Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> • Move into position to strike/volley an object • Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> If the object is received in the front half of the court, the on-the-ball receiver sends the object high and parallel to the net <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> The off-the-ball receiver will move to the front court to 'win the point' 	<p>2v2</p> <p>Shot placement to own side (Object received front half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> Each team allowed X number of touches before object is sent over the net No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> Move from central base position to return the object Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receiver</u></p> <ul style="list-style-type: none"> Cover by moving to a new central base position for the larger playing area Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> Move into position to strike/volley an object Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> If the object is received in the middle, back half of the court, the on-the-ball receiver sends the object diagonally towards the left or right side of the front court <p><u>Off-the-ball receiver (front)</u></p> <ul style="list-style-type: none"> The off-the-ball receiver positioned in front will move to position at the left or right side of the net, diagonally opposite to the on-the-ball receiver, to either 'win the point' or carry on to 'set up the attack' <p><u>Off-the-ball receiver (back)</u></p> <ul style="list-style-type: none"> The off-the-ball receiver (back) will move to position and be ready to either 'win the point' or carry on to 'set up the attack' 	<p style="text-align: center;">3v3</p> <p style="text-align: center;">Shot placement to own side (Object received middle, back half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> Each team allowed X number of touches before object is sent over the net No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> Move from central base position to return the object Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receivers</u></p> <ul style="list-style-type: none"> Cover by moving to a new central base position for the larger playing area Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> Move into position to strike/volley an object Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> If the object is received at the sides, back half of the court, the on-the-ball receiver sends the ball diagonally towards the middle of the front court <p><u>Off-the-ball receiver (front)</u></p> <ul style="list-style-type: none"> The off-the-ball receiver positioned in front to either 'win the point' or carry on to 'set up the attack' <p><u>Off-the-ball receiver (back)</u></p> <ul style="list-style-type: none"> The off-the-ball receiver (back) will move to position and be ready to either 'win the point' or carry on to 'set up the attack' 	<p style="text-align: center;">3v3</p> <p style="text-align: center;">Shot placement to own side (Object received at sides, back half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> Each team allowed X number of touches before object is sent over the net No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> Move from central base position to return the object Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receivers</u></p> <ul style="list-style-type: none"> Cover by moving to a new central base position for the larger playing area Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> Move into position to strike/volley an object Travelling

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Offence Setting up an Attack		Situational Game	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Move to position to strike/volley the object in the intended direction and move back to desired position 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> • If the object is received in the front half of the court, the on-the-ball receiver sends the object high and parallel to the net <p><u>Off-the-ball receivers</u></p> <ul style="list-style-type: none"> • The off-the-ball receiver will move to the front court to 'win the point' 	<p style="text-align: center;">3v3</p> <p style="text-align: center;">Shot placement to own side (Object received front half of court)</p> <p>Condition</p> <ul style="list-style-type: none"> • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed 	<p><u>On-the-ball receiver</u></p> <ul style="list-style-type: none"> • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage <p><u>Off-the-ball receivers</u></p> <ul style="list-style-type: none"> • Cover by moving to a new central base position for the larger playing area • Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position 	<ul style="list-style-type: none"> • Move into position to strike/volley an object • Travelling

Learning Outcomes - Striking-Fielding Category

1. Sending into Space/ Defending Space

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Sending into Space		Situational Game ²¹	Defence Defending Space	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Strike/Kick/ Throw a ball so that it travels in the intended direction and move to the desired position 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> • Send the ball²² into open space, away from the bases that the runners are approaching 	<p>2 and 4 bases</p>	<p><u>Before ball is sent</u></p> <ul style="list-style-type: none"> • Maximise coverage of the space as a team <p><u>After ball is sent</u></p> <ul style="list-style-type: none"> • Fielder closest to the ball fields the ball and throws towards the base the runner is approaching • Fielder closer to base to be in position to be ready to receive a fielded ball • Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> ○ relay the pass when the ball is too far out in the outfield ○ retrieve the ball in the event of a fielding error 	<ul style="list-style-type: none"> • Move into position • Receive and send a ball to a teammate

²¹ Situational game refers to the context of which a specific number of players from both teams are interacting in offence and defense, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

²² Also include other objects like disc, beanbags etc.

2. Advancing Bases to Score / Defending Bases

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move when the ball is away from the base that the runner is approaching 	<p>2 bases (home & first)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with another runner Hitter can choose to run or not after hitting 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the nearest base Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Advancing Bases to Score			Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter only 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Felder closest to the ball fields the ball and throws or brings the ball towards the base that the hitter is approaching Felder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error 	<ul style="list-style-type: none"> Receive and send a ball to a teammate

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with another runner on 1st base 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runner out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate
<ul style="list-style-type: none"> Travelling 	<p><u>1st Base Runner</u></p> <ul style="list-style-type: none"> Move to 2nd base (forced run) and subsequent bases if ball is away from the base that he is approaching 			

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with another runner on 2nd or 3rd base 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runner out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate
<ul style="list-style-type: none"> Travelling 	<p><u>2nd or 3rd Base Runner</u></p> <ul style="list-style-type: none"> Move when the ball is away from the base and subsequent bases that he is approaching 			

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with two runners on 1st and 2nd base 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runners out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate
<ul style="list-style-type: none"> Travelling 	<p><u>1st and 2nd Base Runners</u></p> <ul style="list-style-type: none"> Move to 2nd/3rd base (forced run) and subsequent bases if ball is away from the base that he is approaching 			

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.					
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.					
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases		
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)	
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with two runners on 1st and 3rd base 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runners out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate 	
<ul style="list-style-type: none"> Travelling 	<p><u>1st Base Runner</u></p> <ul style="list-style-type: none"> Move to 2nd base (forced run) and subsequent bases if ball is away from the base that he is approaching 				
<ul style="list-style-type: none"> Travelling 	<p><u>3rd Base Runner</u></p> <ul style="list-style-type: none"> Move to home base when the ball is away from home base 				

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with two runners on 2nd and 3rd base 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runners out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate
<ul style="list-style-type: none"> Travelling 	<p><u>2nd and 3rd Base Runners</u></p> <ul style="list-style-type: none"> Move when the ball is away from the base and subsequent bases that he is approaching 			

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.					
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.					
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases		
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)	
<ul style="list-style-type: none"> Travelling 	<p><u>Hitter</u></p> <ul style="list-style-type: none"> Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching 	<p>4 bases (home, first, second & third)</p> <p>Condition:</p> <ul style="list-style-type: none"> Hitter with three runners (all bases loaded) 	<p><u>After ball is sent</u></p> <ul style="list-style-type: none"> Fielder closest to the ball fields the ball and throws or brings the ball towards the base that has a higher chance of getting either hitter or the runners out Fielder closest to base to be in position to be ready to receive a fielded ball Remaining fielders to support the fielding by being available to : <ul style="list-style-type: none"> relay the pass when the ball is too far out in the outfield retrieve the ball in the event of a fielding error If any runner is advancing, fielder with the ball sends the ball to the base that the runner is approaching Fielder with the ball checks that no runner is advancing and returns the ball to the catcher/pitcher 	<ul style="list-style-type: none"> Receive and send a ball to a teammate 	
<ul style="list-style-type: none"> Travelling 	<p><u>1st and 2nd Base Runners</u></p> <ul style="list-style-type: none"> Move to 2nd/3rd base (forced run) and subsequent bases if ball is away from the base that he is approaching 				
<ul style="list-style-type: none"> Travelling 	<p><u>3rd Base Runner</u></p> <ul style="list-style-type: none"> Move to home base (forced run) 				

Learning Outcomes - Territorial-Invasion Category


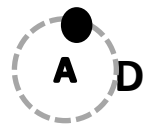




Games-Related Concepts	Keeping Possession & Regaining Possession		Using Space to Invade & Delaying the Invasion		Creating Space to Invade & Denying Space to Invade		Attacking the Goal & Denying Scoring Opportunities	
	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed
Situational Game+								
1 v 0	#	*	#	✓	#	*	✓	✓
2 v 0	*	*	✓	✓	*	*	✓	✓
1 v 1	#	✓	#	*	#	✓	✓	✓
2 v 1	✓	✓	*	✓	✓	✓	✓	✓
2 v 2	✓	✓	*	*	✓	✓	✓	✓

+ Situational Game refers to the context of which a specific number of players from both teams are interacting in offence and defence, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

Request for support

* No learning outcomes within the games-related concept. The learning outcome written pertains to another games-related concept.

✓ Learning outcomes written for the games-related concept.

	On-the-ball attacker		On-the-ball defender		Direction of movement
	Off-the-ball attacker		Off-the-ball defender		Direction of goal

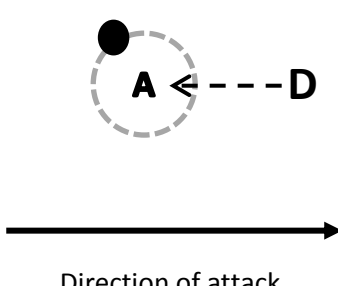
Situation depicted by the diagram is an illustration and not meant to be exhaustive.

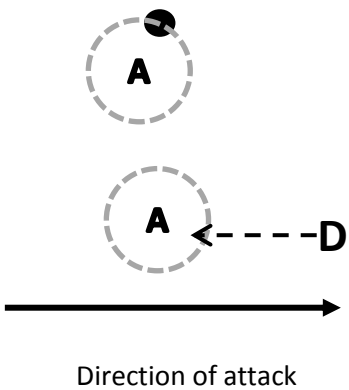
1. Keeping Possession of the Ball/Regaining Possession of the Ball

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><u>Note:</u></p> <p><u>On-the-ball attacker</u> The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit</p>	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		
<ul style="list-style-type: none"> • Dribble towards the goal 	<p><u>Note:</u></p> <p>With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move towards the goal 	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate and move to a new position • Move into position to receive a throw/kick/ push 	<p><i>Note:</i> With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball²³ to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		
<ul style="list-style-type: none"> • Throw/Kick/Push to a stationary or moving teammate and move to a new position • Dribble towards the goal • Move into position to receive a throw/kick/ push 	<p><i>Note:</i> With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move towards the goal <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

²³ Also includes any other object that can be sent such as a disc.

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><u>Note:</u></p> <p><u>On-the-ball attacker</u> The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit</p>	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><u>Note:</u></p> <p><u>On-the-ball defender</u> Wait for time to run out or anticipate the situational game to change to 2vX</p>	
<ul style="list-style-type: none"> • Shield the ball from the defender • Dribble while keeping away from a defender 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Protect the ball from on-the-ball defender by placing the body between the ball and the on-the-ball defender • Move beyond the personal space of the on-the ball defender 	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker to get the ball back 	<ul style="list-style-type: none"> • Move into position to tackle

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is defended and move to a new position • Move away from defender to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender and into the line of pass²⁴ and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed  <p>Direction of attack</p>	<p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to intercept a throw/ kick/push

²⁴ Line of pass is similar to passing lane, it also refers to the imaginary line between the passer and receiver.

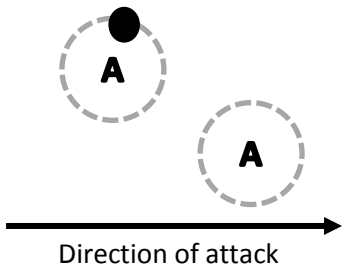
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Dribble while keeping away from a defender either through moving or shielding the ball • Move into position to receive a throw/kick/ push either stationary or on the move 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <ul style="list-style-type: none"> • Move beyond the personal space of the on-the-ball defender • Protect the ball from on-the-ball defender by placing the body between the ball and the on-the-ball-defender <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving into the line of pass and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed <p>Direction of attack</p>	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass • Move into position to block/intercept a throw/kick/push • Move into position to tackle 	

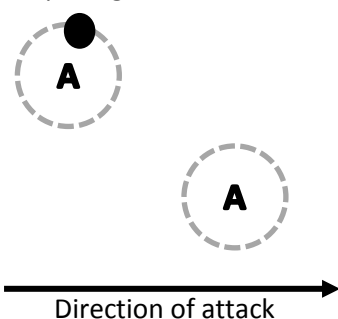
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is defended and move away from defender • Move away from defender to receive a throw/kick/ push either stationary or on the move 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to intercept a throw/ kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is defended and move away from the defender • Dribble while keeping away from a defender either through moving or shielding the ball • Move away from defender to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move beyond the personal space of the on-the-ball defender • Protect the ball from on-the-ball defender by placing the body between the ball and the on-the-ball-defender <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to tackle • Move into position to intercept a throw/ kick/push

2. Using Space to Invade / Delaying the Invasion

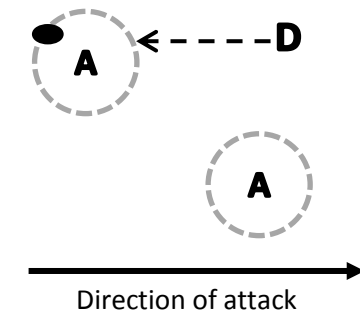
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><i>Note:</i></p> <p><u>On-the-ball attacker</u> The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit</p>	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		
<ul style="list-style-type: none"> • Dribble towards the goal 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move towards the goal 	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Using Space to Invade			Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate and move to a new position • Moving into position to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/Push to a stationary or moving teammate and move to a new position • Dribble towards the goal • Moving into position to receive a throw/kick/push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move towards the goal <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><i>Note:</i></p> <p><u>On-the-ball attacker</u> The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit</p>	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><i>Note:</i></p> <p><u>On-the-ball defender</u> Wait for time to run out or anticipate the situational game to change to 2vX</p>	
<ul style="list-style-type: none"> • Dribble while keeping away from a defender 	<p><i>Note:</i> With the on-the-ball attacker defended, the conceptual decision made is based on 'Creating Space to Invade'.</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move towards the goal and beyond the personal space of the on-the-ball defender 	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><i>Note:</i> With the on-the-ball attacker defended, the conceptual decision made is based on 'Denying Space to Invade'.</p> <p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker to get the ball back. 	<ul style="list-style-type: none"> • Move into position to tackle

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender and receive a throw/kick/ push 	<p><i>Note:</i> With the on-the-ball attacker defended, the conceptual decision made is based on 'Creating Space to Invade'.</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender, towards the goal and into the line of pass and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><i>Note:</i> With the on-the-ball attacker defended, the conceptual decision made is based on 'Denying Space to Invade'.</p> <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to intercept a throw/ kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and remain or move to a new position • Move into position to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving towards the goal and into the line of pass and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to tackle

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender to receive a throw/kick/ push 	<p><i>Note:</i> With both attackers defended, the conceptual decision is based on 'Creating Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender, towards the goal and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><i>Note:</i> With both attackers defended, the conceptual decision is based on "Denying Space to Invade"</p> <p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to intercept a throw/ kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position • Dribble while keeping away from a defender • Move away from defender to receive a throw/kick/ push 	<p><i>Note:</i> <i>With both attackers defended, the conceptual decision is based on 'Creating Space to Invade'</i></p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move beyond the personal space of the on-the-ball defender and towards the goal <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender, towards the goal and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><i>Note:</i> <i>With no available space to use, the conceptual decision is based on 'Denying Space to Invade'</i></p> <p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to tackle • Move into position to intercept a throw/ kick/push

3. Creating Space to Invade & Denying Space to Invade

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Creating Space to Invade			Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><i>Note:</i> The decision is to request for support so that the situational game change to be at least a 2vX before the imposed time limit</p>	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		
<ul style="list-style-type: none"> • Dribble towards the goal 	<p><i>Note:</i> With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move towards the goal 	<p>1v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Creating Space to Invade			Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate and move to a new position • Move into position to receive a throw/kick/ push 	<p><i>Note:</i> With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession 		
<ul style="list-style-type: none"> • Throw/Kick/Push to a stationary or moving teammate and move to a new position • Dribble towards the goal • Move into position to receive a throw/kick/ push 	<p><i>Note:</i> With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'</p> <p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move towards the goal <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass 	<p>2v0</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed 		

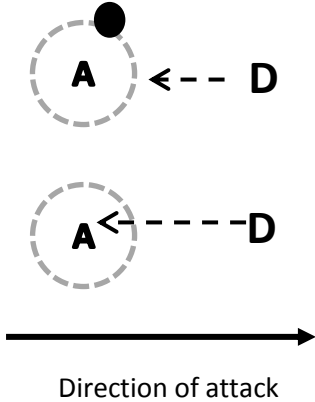
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Creating Space to Invade			Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
	<p><i>Note:</i></p> <p><u>On-the-ball attacker</u> The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit</p>	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed 	<p><i>Note:</i></p> <p><u>On-the-ball defender</u> Wait for time to run out or anticipate the situational game to change to 2vX</p>	
<ul style="list-style-type: none"> • Dribble while keeping away from a defender 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move towards the goal and beyond the personal space of the on-the-ball defender 	<p>1v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back 	<ul style="list-style-type: none"> • Move into position to tackle

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Creating Space to Invade		Situational Game	Defence Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender and receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender, towards the goal and into the line of pass and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed <p>Direction of attack</p>	<p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to intercept a throw/ kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Creating Space to Invade			Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Dribble while keeping away from a defender and throw/kick/push to a stationary or moving teammate • Move away from defender to receive a throw/kick/push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Move beyond the personal space of the on-the-ball defender, towards the goal and send the ball to the off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving towards the goal and into the line of pass and be ready to receive a pass 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to tackle

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Offence		Situational Game	Defence	
Creating Space to Invade			Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to the off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender , towards the goal and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed  <p>Direction of attack</p>	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to intercept a throw/ kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Creating Space to Invade		Situational Game	Defence Denying Space to Invade	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position • Dribble while keeping away from a defender • Move away from defender to receive a throw/kick/ push 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Send the ball to off-the-ball attacker • Move beyond the personal space of the on-the-ball defender and towards the goal <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender , towards the goal and into the line of pass and be ready to receive a pass 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back, to prevent a pass or force an unsuccessful pass <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> • Move into the personal space of the off-the-ball attacker and into the line of pass to get the ball back or force an unsuccessful pass 	<ul style="list-style-type: none"> • Move into position to block/intercept a throw/kick/push • Move into position to tackle • Move into position to intercept a throw/kick/push

4. Attacking the Goal / Denying Scoring Opportunities

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Shoot on goal and receive a rebound 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Shoot when within range and ability and follow through for a possible rebound (where applicable) 	<p style="text-align: center;">1v0</p> Condition <ul style="list-style-type: none"> Propelling is not allowed Time limit imposed on ball possession 		
<ul style="list-style-type: none"> Dribble towards goal and shoot 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Move and shoot when within range and ability and follow through for a possible rebound (where applicable) 	<p style="text-align: center;">1v0</p> Condition <ul style="list-style-type: none"> Propelling is allowed 		
<ul style="list-style-type: none"> Shoot on goal and receive a rebound Move into position for a rebound 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Shoot when within range and ability and follow through for a possible rebound (where applicable) <u>Off-the-ball attacker</u> <ul style="list-style-type: none"> Move into position for a possible rebound (where applicable) 	<p style="text-align: center;">2v0</p> Condition <ul style="list-style-type: none"> Propelling is not allowed Time limit imposed on ball possession 		
<ul style="list-style-type: none"> Dribble towards goal, shoot and receive a rebound Move into position for a rebound 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Move and shoot when within range and ability and follow through for a possible rebound (where applicable) <u>Off-the-ball attacker</u> <ul style="list-style-type: none"> Move into position for a possible rebound (where applicable) 	<p style="text-align: center;">2v0</p> Condition <ul style="list-style-type: none"> Propelling is allowed 		

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Attacking the Goal			Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Shoot on goal 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Shoot when within range and ability and follow through for a possible rebound (where applicable) 	<p style="text-align: center;">1v1</p> Condition <ul style="list-style-type: none"> Propelling is not allowed Time limit imposed on ball possession Tackling is not allowed 	<u>On-the-ball defender</u> <ul style="list-style-type: none"> Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot 	<ul style="list-style-type: none"> Moving into position to prevent a throw/kick/push
<ul style="list-style-type: none"> Move away from defender and shoot 	<u>On-the-ball attacker</u> <ul style="list-style-type: none"> Move beyond the personal space of the on-the-ball defender and shoot when within ability and range and follow through for a possible rebound (where applicable) 	<p style="text-align: center;">1v1</p> Condition <ul style="list-style-type: none"> Propelling is allowed Tackling is allowed 	<u>On-the-ball defender</u> <ul style="list-style-type: none"> Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot 	<ul style="list-style-type: none"> Moving into position to prevent a throw/kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence		Situational Game	Defence	
Attacking the Goal			Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Shoot on goal and receive a rebound Move into position for a shot/rebound 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> Shoot when within range and ability and follow through for a possible rebound (where applicable) Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable) 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> Propelling is not allowed Time limit imposed on ball possession Tackling is not allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot 	<ul style="list-style-type: none"> Moving into position to prevent a throw/kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.				
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> • Shoot on goal and receive a rebound • Move away from defender and shoot • Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position • Move into position for a shot/rebound 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> • Shoot when within range and ability and follow through for a possible rebound (where applicable) • Move beyond the personal space of the on-the-ball defender and shoot when within ability and follow through for a possible rebound (where applicable) • Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> • Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable) 	<p>2v1</p> <p>Condition</p> <ul style="list-style-type: none"> • Propelling is allowed • Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot 	<ul style="list-style-type: none"> • Moving into position to prevent a throw/kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Shoot on goal and receive a rebound Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position Move into position for a shot/rebound 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> Shoot within ability and follow through for a possible rebound (where applicable) Send the ball to off-the-ball attacker <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable) 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> Propelling is not allowed Time limit imposed on ball possession Tackling is not allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> Move into the personal space of the off-the-ball attacker to prevent him from receiving a pass or possible rebound (where applicable) 	<ul style="list-style-type: none"> Moving into position to prevent a throw/kick/push Moving into position to prevent a throw/kick/push

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"> Shoot on goal and receive a rebound Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position Move into position for a shot/rebound 	<p><u>On-the-ball attacker</u></p> <ul style="list-style-type: none"> Shoot when within range and ability and follow through for a possible rebound (where applicable) Send the ball to off-the-ball attacker Move beyond the personal space of the on-the-ball defender and shoot when within ability and follow through for a possible rebound (where applicable) <p><u>Off-the-ball attacker</u></p> <ul style="list-style-type: none"> Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable) 	<p>2v2</p> <p>Condition</p> <ul style="list-style-type: none"> Propelling is allowed Tackling is allowed 	<p><u>On-the-ball defender</u></p> <ul style="list-style-type: none"> Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot <p><u>Off-the-ball defender</u></p> <ul style="list-style-type: none"> Move into the personal space of the off-the-ball attacker to prevent him from receiving a pass or possible rebound (where applicable) 	<ul style="list-style-type: none"> Moving into position to prevent a throw/kick/push Moving into position to prevent a throw/kick/push

The following are the LOs pertaining to Goals 3 to 6 in the conduct of Games and Sports for Primary 5 and 6.

Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk.
Goal 4: Display positive personal and social behaviour across different experiences
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys outside school.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.
<ul style="list-style-type: none"> • Identify barriers to participating in physical activities and suggest ways to overcome them.

Gymnastics

Gymnastics enhances overall body management and control through creative interpretation of movement and sequence. The learning experience starts within the boundaries of open-ended tasks, and progressively moves onto more stylised gymnastic movements. The emphasis is on challenging students, working either alone or in pairs and groups, to manoeuvre their bodies safely on the floor and when negotiating a variety of apparatus. Focus is on students practising without much physical assistance by teachers. Working with others and experiencing a sense of cooperative success in managing different gymnastics problems facilitate the development of care, harmony, responsibility and resilience.

Learning Outcomes for Gymnastics

The Gymnastics learning area is designed based on a continuum of principles as represented in [Figure 4](#) below.

Gymnastics Design Principles



Figure 4. Gymnastics Design Principles

Gymnastics provides opportunities for students to explore and refine various fundamental body movements organised into five gymnastics movement categories. Given the varied movement experience and ability of students, the focus is on providing individual challenge and encouraging individual success in each of the movement category below.

- Travelling, jumping and climbing actions
- Balancing actions
- Rotating actions
- Mounting, dismounting and vaulting actions
- Sequencing

Primary 1 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Travelling and Jumping	<ol style="list-style-type: none"> 1. Travel using a variety of locomotor movements on feet in variations of direction, level, pathway, time and force. 2. Travel using a variety of locomotor movements on different body parts (e.g. hands and feet, bottom) in variations of shape, direction, time and pathway. 3. Travel in space, in relation to position (e.g. over/under, through, around, on/off) with different small apparatus²⁵ (e.g. hoop, rope). 4. Travel in space, in relation to position (i.e. in front of/behind, beside, around, meet/part, near to/far from) and timing (i.e. mirror, match, contrast, unison, take turns) with a partner. 5. Jump using one foot and two feet take-off for distance and height, to land lightly and with control on two feet. 6. Jump using one foot and two feet take-off, to form different shapes, to land lightly and with control on one foot, and on two feet. 7. Jump over a swinging rope held by others several times in succession, in forward-backward, and sideways directions.
Balancing	<ol style="list-style-type: none"> 1. Balance on a combination of body parts (e.g. hands and feet, bottom) and in a variety of body positions (e.g. standing, sitting, lying, kneeling), in symmetrical (e.g., stretch, star, tuck, pike, straddle) and asymmetrical shapes²⁶.
Rotating	<ol style="list-style-type: none"> 1. Rock using the shape of round-tuck, and coming out of the rock in various body positions (e.g. standing, kneeling) and body shapes (e.g. round, wide). 2. Roll using the shapes of narrow-stretch (e.g., log roll), round-tuck (e.g. egg roll) and wide-stretch (e.g. straddle roll) in side direction.
Sequencing	<ol style="list-style-type: none"> 1. Perform a sequence of two different movements (e.g. a travelling action to a rotating action) with smooth transition.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Recognise the different locomotor movements and explain the differences and similarities in these movements. • Demonstrate an understanding of different positions in relation to a partner and apparatus when travelling in space. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Demonstrate safe behaviour in a physical activity setting with self. 	

²⁵ The equipment used in gymnastics is commonly referred to as 'apparatus'. These apparatus for gymnastics range in sizes from large ones such as vaulting boxes and mats, to hand-held implements such as hoops and ropes, and common physical education equipment like low hurdles and cones. The apparatus may also be mounted, anchored or freestanding.

²⁶ Head stand and handstand balance variations will be introduced in Primary 3 and Primary 4 respectively. At Primary 1 and Primary 2, students should focus on exploring a wide variety of balances that do not take most of the body weight on the hands and head.

Primary 1 - Gymnastics	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> Participate in physical activities that promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> Understand how regular participation in physical activities is beneficial to growth and health. Identify the activities that provide personal satisfaction and enjoyment. 	

Primary 2 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Travelling, Jumping and Climbing ²⁷	<ol style="list-style-type: none"> 1. Travel in relation to position (e.g. over/under, beside, on/off, alongside) with low apparatus (e.g. bench, low beam). 2. Jump over a turning rope held by others several times in succession.
Balancing	<ol style="list-style-type: none"> 1. Balance on different body surfaces (i.e. front, back and side)²⁸ with hand(s) and leg(s) raised to different levels in relation to the floor. 2. Balance on the back and arms in the inverted position (e.g. shoulder stand), and coming out of the balance with control.
Rotating	<ol style="list-style-type: none"> 1. Spin for at least ½ a circle on different body parts (e.g. one foot, bottom), in different body shapes. 2. Turn in longitudinal rotation for at least ½ a circle while the body is in flight²⁹, in different body shapes. 3. Roll using the shape of round-tuck in a forward direction.
Mounting, Dismounting and Vaulting	<ol style="list-style-type: none"> 1. Jump onto low apparatus (e.g. bench, low-beam) with control, using one foot and two feet take-offs. 2. Jump off a low apparatus (e.g. bench, low-beam), forming different shapes during flight, and land on two feet in a controlled finish position³⁰.
Sequencing	<ol style="list-style-type: none"> 1. Perform a sequence of two different movements (e.g. a travelling action to a rotating action) with smooth transition, and different starting and ending body positions (e.g. start in standing and end in kneeling).
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate the characteristics of a controlled soft landing from different heights. • Recognise the characteristics of different bases of support in balance activities (e.g. point and patch, narrow and wide). 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Identify ways of protecting oneself and others during physical activities. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	

²⁷ Climbing actions are travelling actions with the hands and legs, used to negotiate apparatus with height, such as when gripping, grasping and crawling to go up, down, over, under and across apparatus.

²⁸ The front, back and side surfaces of the body refer to the large surfaces of the body, such as in patch balances.

²⁹ Flight refers to the phase of the movement when both feet are off the ground, such as during a jump or a leap.

³⁰ Landing in a controlled finish position requires the student to contact the landing surface first with the balls of the feet (i.e. not flat foot or heel landing), to cushion the landing by bending at the ankles, knees and hips, and to control the landing by tightening the abdominal muscles and keeping the arms outstretched for balance.

Primary 2 - Gymnastics	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none">• Participate in a variety of physical activities according to one's ability.	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none">• Identify different types of moderate- to-vigorous intensity physical activities for one to participate.• Identify ways to increase time for physical activities beyond physical education lessons and school.	

Primary 3 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Travelling, Jumping and Climbing ³¹	<ol style="list-style-type: none"> 1. Travel in relation to position (e.g. over/under, beside, on/off, alongside) with a variety of low, medium-height, and high apparatus (e.g. bench, vaulting box, bar). 2. Jump over a self-turned rope several times in succession.
Balancing	<ol style="list-style-type: none"> 1. Balance on hand(s) with straightened arm(s), in combination with two feet, and in combination with one foot, with the body facing in the downward, upward and sideways directions, with hips raised to different levels in relation to the floor³². 2. Balance on the head and hands, in the inverted position (e.g. tripod, tucked head stand), and coming out of the balance with control.
Rotating	<ol style="list-style-type: none"> 1. Roll in a forward direction, starting and ending in different body shapes and body positions. 2. Roll using the shape of round-tuck in a backward direction down an inclined surface, demonstrating a lift off the hands³³ for head clearance. 3. Jump using two feet take-off with hand support on low apparatus (e.g. bench, vaulting box), to turn in lateral rotation by transferring body weight onto hands, bringing the body over the apparatus, and back to feet, several times in succession.
Mounting, Dismounting and Vaulting	<ol style="list-style-type: none"> 1. Jump to hold momentarily on hands with straightened arms, on high apparatus (e.g. bar, vaulting box, beam), hips at the height of the hands, bearing own body weight with feet off the ground³⁴. 2. Jump off a medium-height apparatus (e.g. beam, vaulting box) to land in a controlled finished position³⁵.
Sequencing	<ol style="list-style-type: none"> 1. Perform a sequence of four different movements (e.g. a travelling action, a jumping action, another travelling action, and a balancing action) with smooth transition, and different starting and ending positions.

³¹ Climbing actions are travelling actions with the hands and legs, used to negotiate apparatus with height, such as when gripping, grasping and crawling to go up, down, over, under and across apparatus.

³² This refers to four-point and three-point balances with the body weight supported with straightened arms, such as in a push-up (e.g. planked, inverted pike), reverse push-up and side plank positions. The arm supported positions are commonly known as front support, rear support and side support in gymnastics.

³³ Lifting off the hands requires the hands to be placed near the ears, the wrists in extension, the elbows bent and pointing forward, to support the body weight by pushing off the ground during the inversion phase, taking the stress off the neck.

³⁴ This holding mount on high apparatus requires the body weight to be supported by straightened arms, and the body held in a plank-like position close to the apparatus. This holding position on a high apparatus is commonly known as front support in gymnastics.

³⁵ Landing in a controlled finish position requires the student to contact the landing surface first with the balls of the feet (i.e. not flat foot or heel landing), to cushion the landing by bending at the ankles, knees and hips, and to control the landing by tightening the abdominal muscles and keeping the arms outstretched for balance.

Primary 3 - Gymnastics	
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of moving with fluidity from one movement to the next for smooth transition in sequence work. • Recognise the key element of a round-tuck roll in the forward and backward direction and explain the similarities and differences in these movements. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually. (e.g. making sure that shoelaces are tied, warm-up to prevent injury) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify places in the neighbourhood suitable for physical activities. • Identify physical activities that can be done with the family. 	

Primary 4 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Travelling, Jumping and Climbing ³⁶	1. Hang momentarily on overhead apparatus demonstrating a variety of symmetrical and asymmetrical body shapes, bearing full body weight with the hands, and coming off the hanging apparatus ³⁷ with control.
Balancing	1. Balance on hands with straightened arms and with feet supported (e.g. apparatus-support, wall-support), with hips and feet raised above the height of the head ³⁸ . 2. Balance on hands with straightened arms on ground and a variety of low to medium-height apparatus, with the body facing downward, while swinging one straightened leg up and off the floor, and pushing off the floor with the other foot, to switch legs in the air, and landing on the foot of the swung leg ³⁹ .
Rotating	1. Turn in lateral rotation, demonstrating a transfer of body weight from feet, onto hands by swinging one straightened leg up and off the floor, and pushing off the floor with the other foot, and back to feet to land with control. ⁴⁰
Mounting, Dismounting and Vaulting	1. Jump with hand support on at least medium-height apparatus to mount on feet, in tuck and straddle shapes. 2. Jump off high apparatus (e.g. beam, vaulting box) to land in a controlled finished position ⁴¹ . 3. Jump from low apparatus to rebound ⁴² on a springboard, to form gymnastics shapes ⁴³ of stretch, tuck, and straddle during flight, to land in a controlled finished position.
Sequencing	1. Perform a sequence of four different movements which includes a balancing action followed by a rotating action (<i>in this order</i>), demonstrating varied movement pathways, with smooth transition and different starting and ending positions.

³⁶ Climbing actions are travelling actions with the hands and legs, used to negotiate apparatus with height, such as when gripping, grasping and crawling to go up, down, over, under and across apparatus.

³⁷ Landing mats should be provided for all hanging apparatus as far as possible. Consideration should be given to fall height from feet to landing surface. Generally, a fall height that exceeds 95 centimeters requires a teacher to be in close proximity.

³⁸ The body weight is supported by straightened arms, and the body held in a plank-like position at varying heights away from the floor surface, according to the ability of the student (e.g. inclined handstand with feet supported on a box). A handstand is performed when the body and legs are held at the vertical.

³⁹ Commonly known in gymnastics as a 'Switcheroo', this is a lead-up to the 'kicking up' action to a cartwheel or handstand.

⁴⁰ A cartwheel is performed when the body and legs pass close to the vertical during rotation.

⁴¹ Landing in a controlled finish position requires the student to contact the landing surface first with the balls of the feet (i.e. not flat foot or heel landing), to cushion the landing by bending at the ankles, knees and hips, and to control the landing by tightening the abdominal muscles and keeping the arms outstretched for balance.

⁴² A rebound in gymnastics is a quick upward jump or spring upon landing on the balls of the feet, using very little flexion of hips, knees or ankles.

⁴³ Three of the five basic gymnastics shapes of stretch, tuck, star, straddle and pike are required here.

Primary 4 - Gymnastics	
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Identify rotation movements of the same planes (i.e. transverse, sagittal, frontal). • Demonstrate an understanding of the difference between a springy action of a rebound and a jump. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe behaviour when participating in physical activities individually and with others. (e.g. following the rules and playing fair, cooperating with others) 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in sustained moderate-to-vigorous physical activities according to one's ability. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify factors that motivate participation in physical activities at school, home and community. 	

Primary 5 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Travelling, Jumping and Climbing ⁴⁴	1. Travel while hanging from overhead apparatus, bearing full body weight with the hands, and coming off the hanging apparatus ⁴⁵ with control.
Balancing	<ol style="list-style-type: none"> 1. Balance on hands with straightened arms in the inverted position, with the body and at least one leg raised to near vertical (e.g. wall-supported handstand), and coming out of the balance with control. 2. Balance with a partner demonstrating momentary stillness using counterbalances⁴⁶ to form a variety of symmetrical and asymmetrical shapes. 3. Balance with a partner demonstrating momentary stillness using counter-tension⁴⁷ to form a variety of symmetrical and asymmetrical shapes. 4. Balance with a partner demonstrating momentary stillness in base and top⁴⁸ positions, with the top in various body shapes while retaining at least one limb in contact with the floor, and with the base in various seated, lying, kneeling, hands-knees and hands-feet positions.
Mounting, Dismounting and Vaulting	<ol style="list-style-type: none"> 1. Run up approximately 10 m to rebound on springboard, to form gymnastics shapes⁴⁹ of stretch, tuck, and straddle during flight, to land in a controlled finished position. 2. Rebound on springboard to vault over medium height apparatus⁵⁰ (e.g. vaulting box), in forward (e.g. forward straddle, forward tuck) and lateral (e.g. side flank) directions, to land on feet in a controlled finished position).
Sequencing	<ol style="list-style-type: none"> 1. Perform a sequence of six different movements which includes a jumping action followed by a rotating action (in this order), demonstrating degrees of body extensions and different movement planes, with smooth transition. 2. Perform with a partner a sequence of eight different movements each, which includes pair balances and travelling actions, demonstrating a variety of position and timing relationship with the partner.

⁴⁴ Climbing actions are travelling actions with the hands and legs, used to negotiate apparatus with height, such as when gripping, grasping and crawling to go up, down, over, under and across apparatus.

⁴⁵ Landing mats should be provided for all hanging apparatus as far as possible. Consideration should be given to fall height from feet to landing surface. Generally, a fall height that exceeds 95 centimeters requires a teacher to be in close proximity.

⁴⁶ Counterbalance skills are achieved by having the students form a wide base and leaning against each other. Both must participate in the counterbalance.

⁴⁷ Counter-tension skills are achieved by having the students form a small base and pulling away from each other. Both must participate in the counter-tension.

⁴⁸ The base refers to the student who is supporting and partially lifting the partner in the balance. This student in the base position controls the base-top balance. The top refers to the student who is being supported and partially lifted in the balance.

⁴⁹ Three of the five basic gymnastics shapes of stretch, tuck, star, straddle and pike are required here.

⁵⁰ In rebounding vault-overs from a springboard, consideration of apparatus height should be from landing surface to hand placement surface.

Primary 5 - Gymnastics	
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate the characteristics of a strong base position in pair base and top balances. • List out key safety considerations in pair balances. • Plan and create a sequence of six different movements which includes joining a jumping action to a rotating action, and a variety of movements along different movement planes, with logical transitions linking the movements together. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self at risk. 	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participate in physical activities that one enjoys within school (not including physical education lessons). 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Identify opportunities for participation in physical activities outside physical education lessons. 	

Primary 6 - Gymnastics	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Balancing	<ol style="list-style-type: none"> 1. Balance in a small group of 3 to 6, demonstrating momentary stillness using counterbalances⁵¹ to form a variety of symmetrical and asymmetrical shapes. 2. Balance in a small group of 3 to 6, demonstrating momentary stillness using counter-tension⁵² to form a variety of symmetrical and asymmetrical shapes. 3. Balance in a small group of 3 to 6, demonstrating momentary stillness using a variety of connected base and top positions⁵³, with the top in various body shapes while retaining at least one limb in contact with the floor, and with the base in various seated, lying, kneeling, hands-knees and hands-feet positions.
Mounting, Dismounting and Vaulting	<ol style="list-style-type: none"> 1. Run up to rebound on springboard to vault over high apparatus⁵⁴ (e.g. vaulting box), in forward (e.g. forward straddle, forward tuck) and lateral (e.g. side flank) directions, to land on feet in a controlled finished position.
Sequencing	<ol style="list-style-type: none"> 1. Perform in a small group of 3 to 6, a sequence of ten different movements each⁵⁵, which includes a combination of solo, pair and group actions of travelling, jumping, rotating and balancing, demonstrating a variety of position⁵⁶ and timing⁵⁷ relationship with the group members.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of the importance of body preparation for strength and flexibility for gymnastics work. • List out key safety considerations in group formation work. • Plan and create a group performance of movement sequence which includes a varied combination of solo, pair and group actions of travelling, jumping, rotating and balancing. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
<ul style="list-style-type: none"> • Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk. 	

⁵¹ Counterbalance skills are achieved by having the students form a wide base and leaning against each other. Everyone must participate in the counterbalance.

⁵² Counter-tension skills are achieved by having the students form a small base and pulling away from each other. Everyone must participate in the counter-tension.

⁵³ The base refers to the student who is supporting and partially lifting the partner(s) in the balance. This student in the base position controls the base-top balance. The top refers to the student who is being supported and partially lifted in the balance. In the group base-top balance, everyone must participate as a base or a top.

⁵⁴ In rebounding vault-overs from a springboard, consideration of apparatus height should be from landing surface to hand placement surface.

⁵⁵ Each student must perform 10 different movements in the gymnastics sequence. The performed movement may be the same movement as one or more group members' movement.

⁵⁶ Position relationship here refers to the movement concept of 'with whom the student is relating as he/she moves'. For example, the student may perform a movement in front of, alongside or over one or more of his/her group members.

⁵⁷ The group members may move simultaneously, alternately or successively with each other in various timing relationship concepts.

Primary 6 - Gymnastics	
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> Participate in physical activities that one enjoys outside school. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> Identify barriers to participating in physical activities and suggest ways to overcome them. 	

Outdoor Education

Outdoor Education engages the students' sense of adventure through the exploration of both natural and urban environments from their immediate surroundings to other unfamiliar locations. Students develop appropriate outdoor skills through physical activities while cultivating an attitude of care and appreciation for the environment, and thoughtful consideration of the risks and safety of self and others. Young learners maximise the use of their senses to be comfortable as they explore familiar surroundings. New and unfamiliar locations, in diverse natural and urban environments, provide dynamic situations for mature learners to learn to be safe and make good judgements in a wider range of activities. These exploratory experiences will also enable students to develop connections with the environment and the responsibility to safeguard it, thereby facilitating a lifelong pursuit of outdoor physical recreation.

Learning Outcomes for Outdoor Education

Outdoor Education equips students with the knowledge, skills and attitudes to explore the natural and urban environments safely and responsibly. The learning experiences are set in the authentic contexts of a day trip to a neighbouring park by Primary 4 and a residential camp by Primary 6. Students learn how to prepare for these contexts, move through the respective environments with others confidently and safely, and ensure their basic needs are met.

At Primary 5 and 6, they will have opportunities to synthesise, apply and make decisions from what they have learnt through authentic situations and tasks set in the outdoors. Through the years they will gain greater awareness and appreciation of their school and the surrounding neighbourhood, and desire to care for the environment.

Application of Knowledge, Skills and Attitudes in an Authentic Context

As with other aspects of learning, skill development should be scaffolded, conducted in stages and enjoyable for learners. The Outdoor Education lessons provide the foundation for the knowledge, skills and attitudes that will enable students to be comfortable and safe in the outdoors. Beyond the lessons, students should be given opportunities to apply what they have learnt in authentic contexts such as camps, expeditions and learning journeys.

These platforms engage students' senses, presenting them with opportunities for problem-solving and decision-making, both individually and in groups. Students experience real consequences of their actions and decisions that affect themselves, the environment and the people around them.

Hence, students should experience:

- a day trip in the neighbourhood, e.g., green spaces such as parks and park connectors by the end of Primary 4; and
- an overnight residential camp by the end of Primary 6.

Figure 5 presents the knowledge, skills and attitudes that Outdoor Education components promote.

Outdoor Education provides opportunities for theoretical concepts such as risk management to be enacted in authentic outdoor settings. It focuses on three strands, namely:

- a) enhancing physical health and wellbeing;
- b) building competency in assessing and managing risk; and
- c) developing a sense of place.

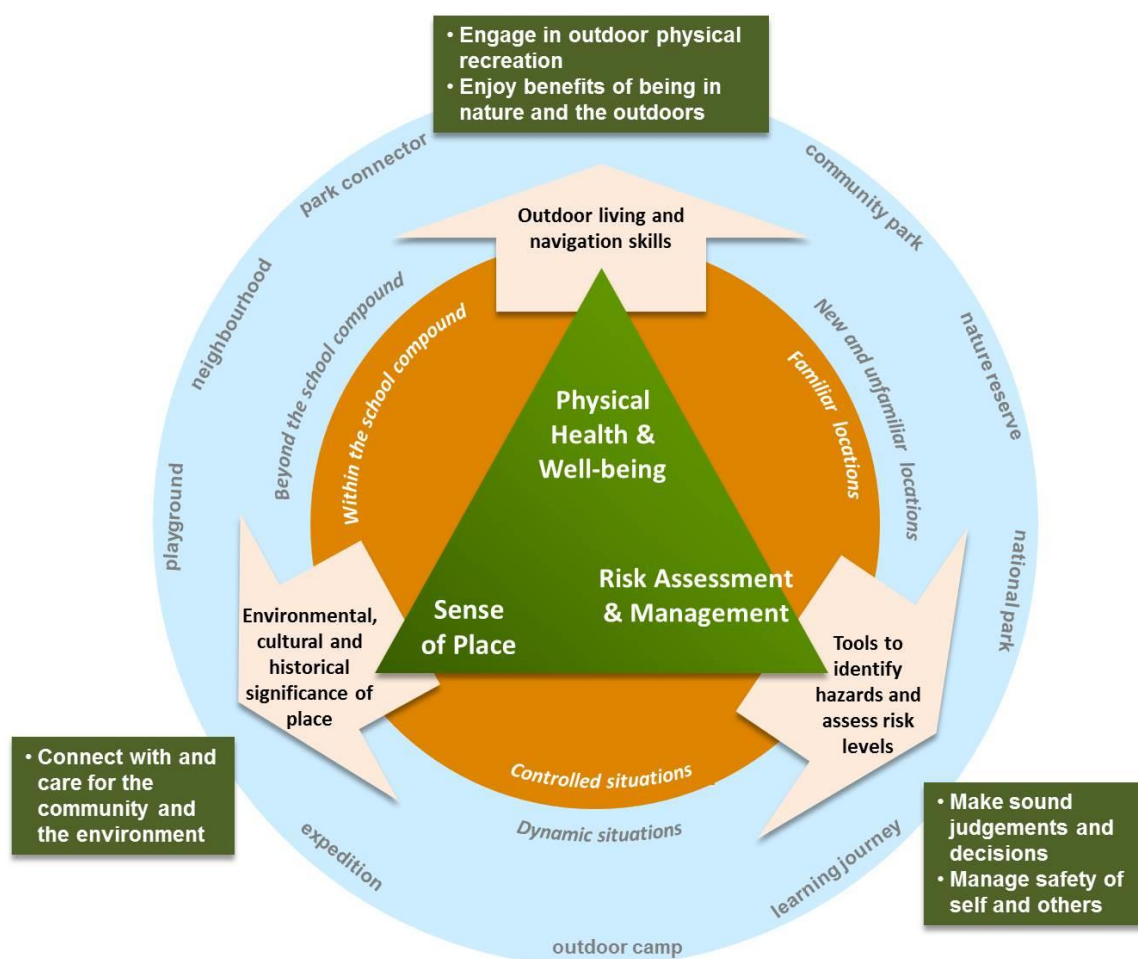


Figure 5. Outdoor Education Components

Primary 1 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<u>Navigation Skills</u> Move confidently across a variety of ground surfaces in a familiar environment.
Building competency in assessing and managing risk	Recognise hazards within the school grounds that may cause harm to self and others, e.g., wet surfaces and sharp objects.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ol style="list-style-type: none"> 1. Describe distinctiveness of the school, e.g., location, people, and stories. 2. Explain reasons for taking care of the school.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

Primary 2 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<u>Navigation Skills</u> Identify positions of landmarks in the school using their senses and pictorial charts.
Building competency in assessing and managing risk	Recognise hazards arising from the weather that may cause harm to self and others, e.g., lightning risks and prolonged exposure to heat and UV.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ol style="list-style-type: none"> 1. Identify aspects of the school that one has a personal connection with and give reasons. 2. Demonstrate care for the school, e.g., using the ecogarden responsibly.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

Primary 3 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u> Locate the position of self in relation to the landmarks in the school and its neighbourhood using pictorial charts.</p> <p><u>Outdoor Living Skills</u> Apply key principles and considerations of packing for a day trip, e.g., a trip to the neighbourhood park.</p>
Building competency in assessing and managing risk	Identify ways to manage the safety of self and others during outdoor activities, e.g., staying hydrated and reminding others to do so.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	Describe distinctiveness of the neighbourhood, e.g., local parks and the community.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

Primary 4 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u> Undertake a route with checkpoints using pictorial charts and other aids, e.g., photographs, written and verbal instructions.</p> <p><u>Outdoor Living Skills</u> Apply key principles and considerations of healthy eating and hygiene when preparing a meal for a day trip, e.g., a trip to the neighbourhood park.</p>
Building competency in assessing and managing risk	Respond appropriately to minor injuries during outdoor activities, e.g., stop activity and seek help.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ol style="list-style-type: none"> 1. Explain the possible impact of one's actions on the school and its neighbourhood, e.g., playing noisily at the void deck may disturb the residents. 2. Demonstrate care for the neighbourhood, e.g., using the neighbourhood park responsibly.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

Primary 5 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<u>Navigation Skills</u> Chart and undertake a route with checkpoints in the school using pictorial charts. <u>Outdoor Living Skills</u> Apply key principles and considerations of packing for a residential camp.
Building competency in assessing and managing risk	Describe procedures for treating common minor injuries incurred during outdoor activities.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	Explain and appreciate the relationships between self, the school and its neighbourhood, e.g., how the school cares for the surrounding environment ⁵⁸ .
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

⁵⁸ The physical, social and cultural aspects of the surroundings.

Primary 6 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u></p> <ol style="list-style-type: none"> 1. Plan and undertake a route with checkpoints using pictorial charts. 2. Create a pictorial chart of an area in school indicating relative sizes and positions of key landmarks. <p><u>Outdoor Living Skills</u></p> <p>Apply key principles and considerations of planning meals appropriate to different types of outdoor activities.</p>
Building competency in assessing and managing risk	Access and evaluate information to manage the safety of self and others for different types of outdoor activities, e.g., checking the weather forecast and location of shelters.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	Recognise the importance of minimizing environmental impact when engaging in outdoor activities.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	Identify and participate in outdoor activities that promote growth and health.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	Identify and participate in outdoor activities for personal enjoyment.

Physical Health & Fitness

Physical Health and Fitness stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning. Younger learners gain an understanding of good health practices in nutrition, exercise, safety and hygiene as they are put through regular and purposeful health-enhancing physical activities and learning tasks. These activities generate fun and promote a positive attitude towards continual participation in physical activities for health, fitness and enjoyment. As students mature, the focus is on developing self-directed learners who see meaning in their sustained physical endeavours. They pursue physical activities that interest them and possess both the ability and willingness to accept responsibility for personal health and fitness. Students evaluate their lifestyles and adapt their participation in physical activities at different stages of their lives with understanding of the health benefits derived, and how living active and healthy lives is connected with the world around them and the health of others.

Learning Outcomes for Physical Health and Fitness

Physical Health and Fitness enables students to make meaningful connections between health concepts and practical applications through a multitude of learning tasks. At primary level, students demonstrate their understanding in the importance of being physically active, practising good health and safety habits, and maintaining a balance diet in their pursuit of an active and healthy lifestyle.

Through this learning area, students acquire an understanding of a range of good health practices and habits in personal care and hygiene such as vision, oral and auditory care and keeping safe against illnesses and diseases. The understanding of good practices in safety also includes areas such as road, fire and water safety. With these understandings, students will then be equipped with the knowledge, skills and motivation to make informed personal decisions to stay active and healthy.

Figure 6 presents the knowledge, skills and attitudes of Physical Health and Fitness.

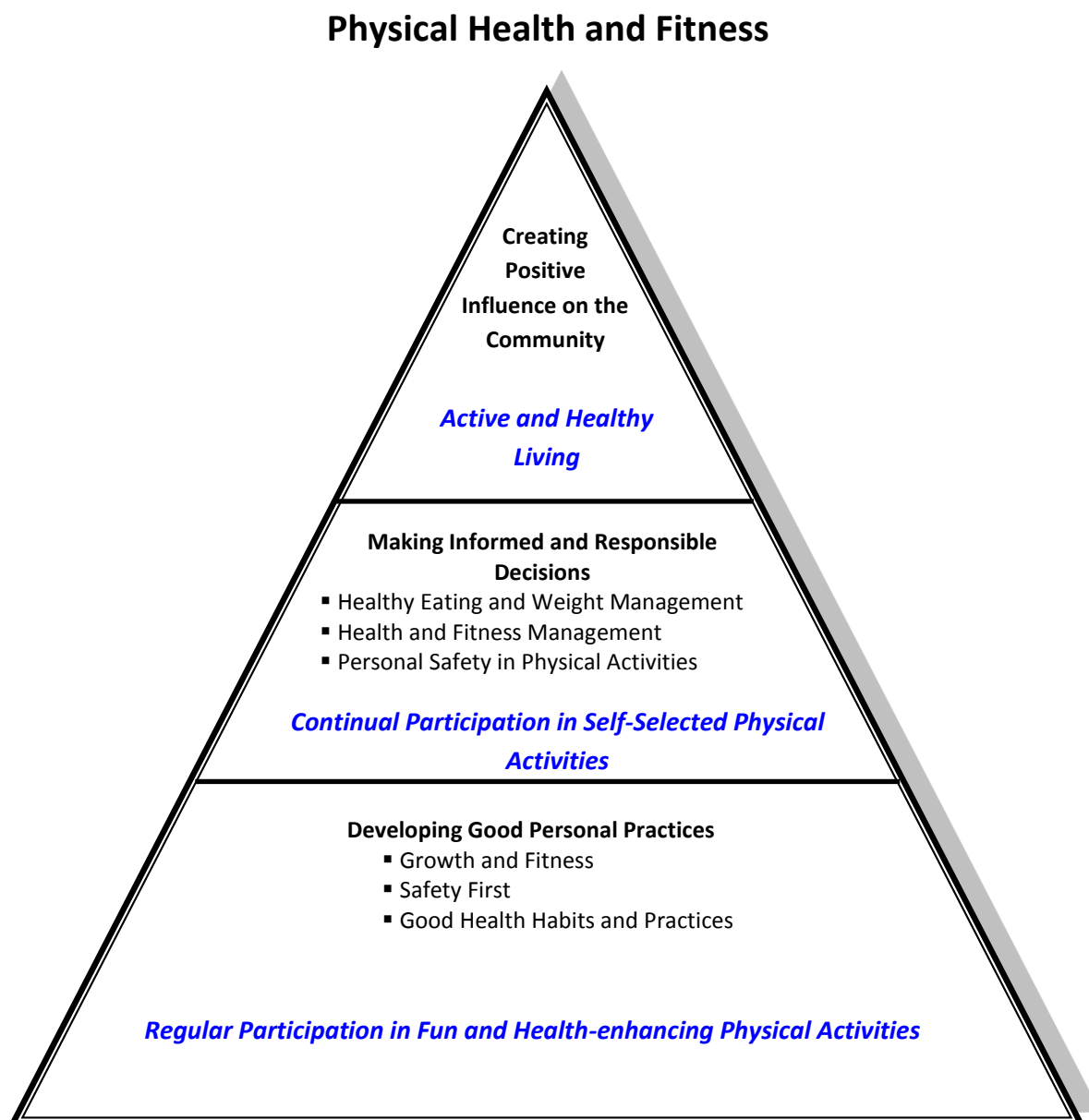


Figure 6. Knowledge, Skills and Attitudes of Physical Health and Fitness

Primary 1 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Safety First	<p><u>General Safety</u></p> <ol style="list-style-type: none"> 1. Understand that accidents can occur in school, at home or in unexpected places or circumstances. 2. Be aware of and undertake personal safety measures to prevent accidents. 3. Understand that excessive direct exposure to solar ultraviolet (UV) radiation can have harmful effects to the skin. Be aware of and undertake protection measures to protect their skin. <p><u>Road Safety</u></p> <ol style="list-style-type: none"> 1. Be aware of the types of pedestrian crossing and demonstrate good road safety practices to keep safe.
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participates regularly in physical activities as they promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth and Fitness	<p><u>Physical Growth</u></p> <ol style="list-style-type: none"> 1. Identify different body parts and understand that participation in regular physical activities promote growth and health. <p><u>Healthy Eating</u></p> <ol style="list-style-type: none"> 1. Understand what is healthy eating and the importance of it. 2. Demonstrate healthy eating habits using My Healthy Plate.
Good Health Habits and Practices	<p><u>Good Hygiene Habits</u></p> <ol style="list-style-type: none"> 1. Establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.
	<p><u>Taking Care of the Eyes</u></p> <ol style="list-style-type: none"> 1. Understand myopia and how to care for the eyes. 2. Demonstrate good eye care habits.
	<p><u>Germs & Diseases</u></p> <ol style="list-style-type: none"> 1. Understand that germs are harmful to health as they can spread diseases. 2. Demonstrate good personal hygiene habits and keep the environment and home clean to prevent the spread of germs.

Primary 2 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Safety First	<p><u>Road Safety</u></p> <ol style="list-style-type: none"> 1. Be aware of the common causes of road accidents and the importance of adhering to road safety rules to keep safe. 2. Demonstrate good road safety habits to keep safe. <p><u>Safety in Public Places</u></p> <ol style="list-style-type: none"> 1. Be aware of potentially dangerous situations in public places and react to them in ways which reduce any harmful effects. <p><u>Safety during Physical Activity</u></p> <ol style="list-style-type: none"> 1. Be aware of and practise personal safety rules to prevent accidents from happening during participation in physical activity.
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participates regularly in physical activities as they promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth and Fitness	<p><u>Food & Growth</u></p> <ol style="list-style-type: none"> 1. Understand that good eating habits and exercise are necessary for healthy growth. 2. Participate actively in a variety of physical activities and demonstrate good eating habits for healthy growth.
Good Health Habits and Practices	<p><u>Good Hygiene Practices</u></p> <ol style="list-style-type: none"> 1. Understand and demonstrate good hygiene habits to prevent spread of illnesses and diseases.
	<p><u>Taking Care of the Teeth</u></p> <ol style="list-style-type: none"> 1. Recognise the importance of developing good oral hygiene habits to ensure that the teeth are healthy and well-maintained. 2. Demonstrate good oral hygiene habits to keep the teeth clean and healthy.
	<p><u>How Diseases are Spread</u></p> <ol style="list-style-type: none"> 1. Understand how common diseases such as flu and HFMD can be spread quickly. 2. Identify the symptoms of the 2 common diseases and demonstrate good personal hygiene habits to prevent the spread of the diseases. 3. Recognise that unclean environment is a risk to healthy living.

Primary 3 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	NA
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
	NA
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Safety First	<p><u>Water Safety</u></p> <ol style="list-style-type: none"> 1. Understand that accidents can occur during water-based activities. 2. Be aware of and undertake personal safety measures to prevent accidents in the water. 3. Apply ultraviolet (UV) protection measures when swimming in the outdoors during 10.30am to 3.30pm. <p><u>Cycling Safety</u></p> <ol style="list-style-type: none"> 1. Be aware of and undertake safety measures both as a cyclist and as a pedestrian to ensure personal and community safety.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 3. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participates regularly in physical activities as they promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth and Fitness	<p><u>Healthy Eating</u></p> <ol style="list-style-type: none"> 1. Identify the different food groups in My Healthy Plate and understand their functions for growth and health. 2. Understand that being healthy is not just about healthy eating but also involves being active every day. 3. Demonstrate healthy eating habits using My Healthy Plate.
Good Health Habits and Practices	<p><u>Cleanliness of the Hands & Feet</u></p> <ol style="list-style-type: none"> 1. Cultivate and demonstrate good hygiene habits to keep the hands and feet clean.
	<p><u>Taking Care of The Eyes</u></p> <ol style="list-style-type: none"> 1. Understand how eye injuries can occur and take precautionary measures to prevent them from happening. 2. Be aware of and demonstrate proper handling of the spectacles to prevent eye discomfort.
	<p><u>Mosquito-borne Diseases</u></p> <ol style="list-style-type: none"> 1. Understand the process of mosquito breeding and the associated diseases. 2. Identify the signs and symptoms of mosquito-borne diseases and seek appropriate help. 3. Take precautionary measures to prevent the spread of mosquito-borne diseases. 4. Take precautionary measures to prevent and protect oneself from mosquito bites.

Primary 4 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	NA
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
	NA
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Safety First	<u>Sports Safety</u> <ol style="list-style-type: none"> 1. Understand the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries. 2. Demonstrate ability to perform safe stretches after warm-up and cool-down. 3. Set personal targets for fitness and train for them safely. 4. Be aware of the testing procedures for fitness test and participate in the test safely.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
<ul style="list-style-type: none"> • Participates regularly in physical activities as they promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth and Fitness	<u>Ensuring Growth and Fitness</u> <ol style="list-style-type: none"> 1. Understand the importance of sleep for healthy growth and demonstrate good sleep habits. 2. Understand that participation in physical activities helps to promote healthy development of bones, muscles, heart and lungs. 3. Understand that a certain level of physical fitness is required to maintain a good quality of life and participate regularly in physical activity. 4. Demonstrate an understanding of F.I.T.T. principles for improving fitness.
Good Health Habits & Practices	<u>Substances Harmful to Health</u> <ol style="list-style-type: none"> 1. Understand that substances such as tobacco products, inhalants and alcohol are harmful to our health. 2. Demonstrate ability to reject these harmful substances when offered. 3. Understand laws and regulations related to smoking, substance use and abuse help to safeguard the health of the community and maintain a clean environment.
	<u>Taking Care of The Teeth</u> <ol style="list-style-type: none"> 1. Understand how tooth decay can occur and demonstrate good oral hygiene habits to prevent it. 2. Identify foods that increase risk of tooth decay and restrict intake.
	<u>Food-borne Diseases</u> <ol style="list-style-type: none"> 1. Understand how food-borne diseases can be transmitted by bacteria through unhygienic practices and result in food poisoning. 2. Demonstrate good personal, home, social and environment hygiene habits to prevent food-borne diseases.

By the end of Primary 5 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Safety First	<p><u>Simple First Aid</u></p> <ol style="list-style-type: none"> 1. Understand the importance of first-aid treatment. 2. Be aware of the proper procedures for treating minor cuts, minor burns and nose bleeds. 3. Recognise and manage general injuries related to participation in sports and physical activities. <p><u>Cardiopulmonary Resuscitation (CPR) & Use of Automated External Defibrillator (AED)</u></p> <ol style="list-style-type: none"> 1. Identify the signs and symptoms of a cardiac arrest. 2. Understand what to do when someone suffers a cardiac arrest. <p><u>Sports Safety</u></p> <ol style="list-style-type: none"> 1. Identify the different types of protective and safety gears for physical activities. 2. Understand how wearing protective and safety gears can help to prevent injuries in physical activities.
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participates regularly in physical activities as they promote growth and health. 	

By the end of Primary 5 – Physical Health & Fitness	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth & Fitness	<p><u>Diet & Exercise</u></p> <ol style="list-style-type: none"> 1. Understand the need to balance diet with physical activity levels to ensure healthy growth. 2. Understand that factors such as body composition, gender, age and appropriate nutritional intake (e.g. proteins, carbohydrates, fats, vitamins and minerals) must also be taken into consideration when striving for caloric balance. <p><u>Health and Skill-related fitness</u></p> <ol style="list-style-type: none"> 1. Understand the importance of health-related fitness in maintaining good health and physical condition. 2. Understand the importance of skill-related fitness in physical performance.
Good Health Habits & Practices	<p><u>Personal Hygiene</u></p> <ol style="list-style-type: none"> 1. Identify the causes of body odour and acne during puberty. 2. Understand and practise good personal hygiene during puberty so as to better manage body odour and acne. <p><u>Eye Infections</u></p> <ol style="list-style-type: none"> 1. Identify the types of eye infections and what causes them. 2. Demonstrate and practise good eye care habits to prevent eye infections. <p><u>Auditory Care</u></p> <ol style="list-style-type: none"> 1. Recognise the importance of our sense of hearing and how it affects us. 2. Understand how the ear functions to transmit sounds. 3. Identify the causes and symptoms of noise-induced hearing loss. 4. Understand the consequences of noise-induced hearing loss and how good auditory care habits help to prevent noise-induced hearing loss. <p><u>Transmissible Diseases</u></p> <ol style="list-style-type: none"> 1. Be aware of the types of transmissible diseases and understand how they are spread. 2. Understand the spread of these diseases can be prevented through demonstrating good personal and social health habits

By the end of Primary 6 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Safety First	<u>Fire Safety</u> 1. Identify ways to prevent fires. 2. Be aware of the proper procedures to keep safe when escaping from a fire.
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> Participates regularly in physical activities as they promote growth and health. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Growth & Fitness	<u>Diet & Exercise</u> 1. Understand that improper diet and insufficient physical activity can lead to health problems. 2. Identify general signs of eating disorders. <u>Health & Skill-related fitness</u> 1. Monitor individual health and skill-related fitness levels. 2. Plan for at least 60 minutes (cumulative) each day doing moderate-to-vigorous intensity physical activities to improve individual fitness level.
Good Health Habits & Practices	<u>Oral Health</u> 1. Identify the stages of gum diseases and what causes them. 2. Demonstrate and practise good oral hygiene habits to prevent gum diseases. <u>Substances Harmful to Health</u> 1. Understand the consequences of using illegal performance-enhancing drugs 2. Identify the contents in some performance-enhancing substances (legal) that could be harmful to health 3. Understand the need for progressive training to improve physical performance

Swimming

Swimming develops students' confidence to manoeuvre their bodies with control while experiencing the sensation of water balance, buoyancy and propulsion, in order to facilitate floating and moving in, under, and on water. The water environment offers unique challenges to managing body posture in different spatial dimensions, as individuals learn to coordinate breath control with both synchronous and asynchronous arm and leg actions. Water play activities emphasising enjoyment during initial learning enhance students' water movement competence, without losing focus on water safety. Learning moves progressively from managing personal mobility confidently and safely with and without floating aids, to emphasis on using specified swim form, and managing water safety for water-based activities.

Learning Outcomes for Swimming

Beyond teaching fundamental movement skills on land, students will also learn movement skills through water so as to open up new possibilities in aquatics. Schools will offer swimming to one cohort of students at any level. The water environment offers unique challenges to the students in managing their body posture in different spatial dimensions, emphasising enjoyment during initial learning and ultimately enhancing their water movement competence, without losing focus on water safety.

By the end of Primary 6 - Swimming	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
Entry and exit	1. Enter and exit the pool using hands and legs from a standing and sitting position ⁵⁹ .
Floatation	1. Float on a static prone position and perform a fast curl up to a vertical standing position ⁶⁰ . 2. Float on a static supine position with a floatation aid and perform a fast clockwise rotation of body to a vertical standing position ⁶¹ . 3. Jump or leap into the water (pool depth of at least 1.4 meters) with a personal floatation device (PFD). *
Locomotor	1. Swim on back ⁶² at least 5 meters in a straight pathway. * 2. Swim on front ⁶² for at least 10 meters in a straight pathway. *
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of behaviour in, on or near the water in relation to other people or apparatus. 	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Be aware of personal safety measures to prevent accidents in the water and around the pool area. • Be aware of safety measures to prevent accidents around unknown or unfamiliar water bodies. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Primary 6. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Identify different types of moderate-to-vigorous intensity physical activities for one to participate in. • Accumulate 60 minutes or more of moderate-to-vigorous intensity physical activities every day. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Participate in a variety of physical activities according to one's ability. • Identify ways to increase time for physical activities beyond PE periods and school. 	

* updated, with effect from 2 Jan 2018.

⁵⁹ The sitting or standing positions depend on whether one is using the pool's ladder, steps or slide in entering and exiting the pool.

⁶⁰ This refers to front float and recover to stand.

⁶¹ This refers to back float and recover to stand.

⁶² This refers to using alternating arms and legs, and/or simultaneous arms and legs.

2.2

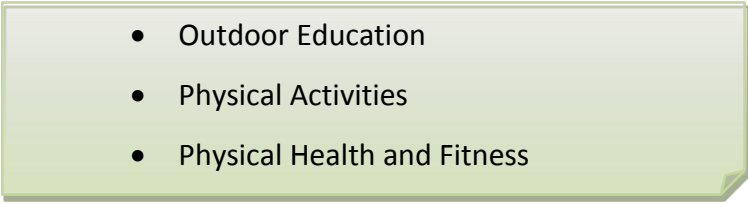
Scope & Sequence of the Secondary Syllabus

The purpose of physical education is to *enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active healthy living*. For students to achieve the purpose of physical education, the journey continues with the secondary physical education programme, which aims to develop **Confident Participants** with positive self-efficacy who values the need for sustainability in an active, healthy lifestyle.

The secondary level physical education programme allows students to enhance their performance capacity in physical activities by building on the foundational competencies learnt across different movement experiences. Students deepen their understanding and enrich their capacity through the application of skills and concepts strategically across a variety of authentic physical activity settings such as an individual and team recreational game of their choice with confidence. This positive self-efficacy is developed through the learning of specialised skills that enhance students' experiences in the participation of specific physical activities. The application of students' learning in an authentic physical activity setting plays a vital role in developing their positive self-efficacy and the belief in the value of sustainability for the learning and participation in casual and/or organised competitive physical activities at post-secondary level.

Building on the understanding of the importance of healthy eating and benefits of regular participation in physical activities in primary level, students are encouraged to further broaden their repertoire of health knowledge and practices, either alone, with friends or with family. Through the well-planned learning experiences in the different learning areas, students focus on the application of skills and knowledge in authentic settings to develop their mature performance and becoming **Confident Participants**.

The three learning areas designed to provide these opportunities in the secondary schools are:

- 
- Outdoor Education
 - Physical Activities
 - Physical Health and Fitness

The physical activities offered by the schools should fulfil the following guidelines:

- Schools should offer **at least six** different physical activities for every student.
- They must also offer **at least one physical activity** from each category of net-barrier, striking-fielding and territorial-invasion.

Schools, therefore, can choose to pursue physical activities that are new, exciting and different from the primary level syllabus based on the needs, interests and profile of their students, bearing in mind practical considerations. Schools can also identify physical activities that are not listed in [Table 4](#) as long as the mentioned guidelines are followed.

Students must be able to participate in physical activities competently so that they can enjoy participating and are motivated to continue with physical activities of their choice after they leave secondary school. Only when students are provided with sufficient time and opportunities for application and learning will they be able to achieve the desired level of competency which will be on display in the respective culminating events in the physical activities.

Students' confidence in their knowledge and skills is reinforced through the positive experiences from the different learning areas. By the end of secondary level, students have a positive belief in their movement competencies, and consciously seize opportunities to continually learn and participate in casual and/or organised competitive physical activities with family and friends post-secondary level.

Learning Outcomes

The LOs for the secondary level build on the movement capacity and knowledge that was learnt at the primary level.

The LOs for Outdoor Education and Physical Health and Fitness specify **minimally** what students should know and be able to do for these two areas by the end of each secondary level. The three strands of Outdoor Education remain relevant at the secondary level and are taught from Secondary 1 to 3 while three content areas for Physical Health and Fitness are taught from Secondary 1 to 4.

For Physical Activities, the LOs are premised on the expected student competence in a recreational context at the end of each module. Thus, the LOs for the physical activities are applicable to any level in secondary schools.

LOs for different physical activities are provided to guide schools in designing their lessons toward achieving the goals of physical education. The LOs provided for the following physical activities are the more commonly taught amongst Singapore schools.

Net-barrier	Striking-fielding	Territorial-invasion	Others
<ul style="list-style-type: none"> • badminton • table-tennis • volleyball 	<ul style="list-style-type: none"> • softball 	<ul style="list-style-type: none"> • basketball • floorball • football • netball • ultimate frisbee 	<ul style="list-style-type: none"> • running

Table 4: More commonly taught physical activities in Singapore schools

Schools choosing to teach physical activities other than the ones provided should include the games-related concepts within each game category (where applicable) while designing the LOs.

Secondary 5 Syllabus

At the end of Secondary 4, students are competent in at least 6 different physical activities and are enthusiastic in participation. Thus, for the additional year in secondary school, the focus will be on further enabling students to lead an active and healthy lifestyle after they leave school.

In Secondary 5, schools should make provisions for students to have **increased practice time** and the opportunity to take part in an **individual/dual sport**. Building on the experience that the physical education syllabus has provided for them from Secondary 1 to 4, the syllabus for Secondary 5 will provide students time for refinement of skills. It is during this time where students can be encouraged to better themselves. They should set targets, aspire to meet them and perform at a higher level in the physical activity. Teachers can guide the students through the practices to help them perform better. This will provide them with a richer experience as they strive to enhance their competency in the various physical activities.

From the National Sports Participation Survey⁶³, the top 3 physical activities for Singaporeans are individual/dual in nature. These activities require one or two people to participate in and thus have a higher chance of them being undertaken beyond secondary school. Examples of such activities are distance running and badminton.

In the offering of physical activities, schools should cater for individual/dual activities as well as to give opportunity for students to choose from a range of physical activities offered by the school. This is to ensure quality participation and engagement during the learning and at the same time increase the likelihood of them sustaining their participation in the activity of their choice beyond secondary school.

Equipped with the knowledge acquired from Secondary 1 to 4 in Physical Health and Fitness, students will be able to make meaningful connections and apply the knowledge in preparation for the pursuit of physical activities. Students should be able to assess their own fitness and plan a training programme to improve their overall fitness.

⁶³ National Sports Participation Survey 2011 Data

Outdoor Education

Outdoor Education engages the students' sense of adventure through the exploration of both natural and urban environments from their immediate surroundings to other unfamiliar locations. Students develop appropriate outdoor skills through physical activities while cultivating an attitude of care and appreciation for the environment, and thoughtful consideration of the risks and safety of self and others. Young learners maximise the use of their senses to be comfortable as they explore familiar surroundings. New and unfamiliar locations, in diverse natural and urban environments, provide dynamic situations for mature learners to learn to be safe and make good judgements in a wider range of activities. These exploratory experiences will also enable students to develop connections with the environment and the responsibility to safeguard it, thereby facilitating a lifelong pursuit of outdoor physical recreation.

Learning Outcomes for Outdoor Education

Outdoor Education at the secondary level builds upon the knowledge, skills and attitudes that were acquired at the primary level to explore the natural and urban environments safely and responsibly. The learning experiences are set in the authentic contexts of a residential camp in the lower secondary level and an expedition-based camp by Secondary 3. Students learn how to prepare for these contexts, move through the respective environments with others confidently and safely while ensuring that their basic needs are met. Moreover, students develop a multitude of outdoor knowledge, skills and attitudes that enable them to enjoy the camping experiences with their peers.

During the secondary school years, students will have ample opportunities to synthesise and apply what they have learnt through situational tasks set in authentic contexts. Over time, as students enjoy spending time in the outdoors, it is hoped that they will apply environmentally-sustainable practices that they have learnt.

Application of Knowledge, Skills and Attitudes in an Authentic Context

As with other aspects of learning, skill development should be scaffolded, conducted in stages and enjoyable for learners. The Outdoor Education lessons provide the foundation for the knowledge, skills and attitudes that will enable students to be comfortable and safe in the outdoors. Beyond the lessons, students should be given opportunities to apply what they have learnt in authentic contexts such as camps, expeditions and learning journeys.

These platforms engage students' senses, presenting them with opportunities for problem-solving and decision-making, both individually and in groups. Students experience real consequences of their actions and decisions that affect themselves, the environment and the people around them.

Hence, students should experience:

- a residential camp at the lower secondary level; and
- an expedition-based camp at the upper secondary level.

Figure 7 presents the knowledge, skills and attitudes that Outdoor Education promotes. Outdoor Education provides opportunities for theoretical concepts such as risk management to be enacted in authentic outdoor settings. It focuses on three strands, namely:

- enhancing physical health and wellbeing;
- building competency in assessing and managing risk; and
- developing a sense of place.

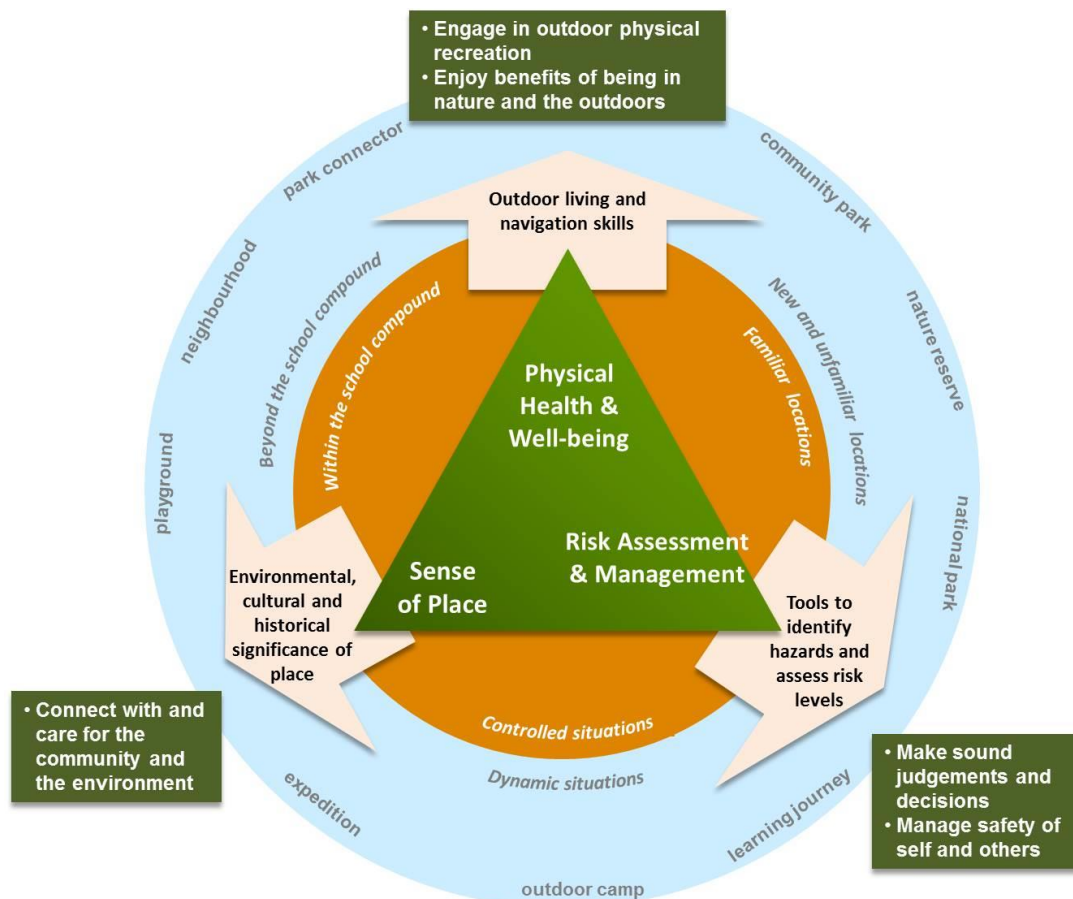


Figure 7. Outdoor Education Components

Secondary 1 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u></p> <ul style="list-style-type: none"> Interpret features of a simplified map⁶⁴ and estimate distance through pacing. <p><u>Outdoor Living Skills</u></p> <ul style="list-style-type: none"> Apply key principles and considerations of outdoor cooking using portable stoves and utensils.
Building competency in assessing and managing risk	<ol style="list-style-type: none"> 1. Explain the basic concepts of hazard and risk. 2. Identify hazards using simplified risk assessment tools (e.g. 'W' checklist) and manage risks to protect self and others.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ol style="list-style-type: none"> 1. Appreciate the distinctiveness of the school (e.g. culture, architecture etc). 2. Explain and appreciate the relationships between self, the school and its neighbourhood.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> Participate in outdoor activities and identify green spaces (e.g. community parks and park connectors) in which one can safely explore.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> Appreciate being in the outdoors and the benefits of physical activity in green spaces.

⁶⁴ A simplified map may not follow mapping conventions, e.g., drawn to scale and/or use map grid references.

Secondary 2 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u></p> <ul style="list-style-type: none"> • Navigate using cardinal directions and a map with conventional map features. <p><u>Outdoor Living Skills</u></p> <ul style="list-style-type: none"> • Apply key principles and considerations of setting up shelters appropriate for intended use.
Building competency in assessing and managing risk	<ul style="list-style-type: none"> • Manage common injuries (e.g. burns, sprains, blisters) incurred during outdoor activities.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ol style="list-style-type: none"> 1. Appreciate the relationships between self, the school and the environment. 2. Demonstrate care for the school and its neighbourhood.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> • Participate in outdoor activities and identify green spaces (e.g. community parks and park connectors) in which one can safely explore.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> • Appreciate being in the outdoors and the benefits of physical activity in green spaces.

Secondary 3 – Outdoor Education	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
	N.A.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Enhancing physical health and well-being	<p><u>Navigation Skills</u></p> <ol style="list-style-type: none"> 1. Plan and navigate using map and compass. 2. Apply navigation skills and knowledge in an unfamiliar environment. <p><u>Outdoor Living Skills</u></p> <ol style="list-style-type: none"> 1. Apply key principles and considerations of packing for an expedition⁶⁵. 2. Apply outdoor living skills and knowledge required to plan for and undertake an expedition.
Building competency in assessing and managing risk	<ol style="list-style-type: none"> 1. Apply risk assessment and management principles to plan for an expedition. 2. Apply key principles and considerations for the management of injuries when planning for an expedition.
Goal 4: Display positive personal and social behaviour across different experiences.	
Developing a sense of place	<ul style="list-style-type: none"> • Consider environmentally-sustainable practices when planning for an expedition.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> • Participate in outdoor activities and identify green spaces (e.g. community parks and park connectors) in which one can safely explore.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Enhancing physical health and well-being	<ul style="list-style-type: none"> • Appreciate being in the outdoors and the benefits of physical activity in green spaces.

⁶⁵ A journey that is more than a day.

Physical Activities

Physical Activities provide the contexts for students to display various fundamental movement skills, either individually or in combination that they have learnt at the primary level. Students will draw on early experiences and develop, with confidence, mature patterns that they can display and perform at a recreational competition level. In Games and Sports, games-related concepts and strategies are consciously weaved into appropriate game situations, together with an emphasis on the learning and demonstration of values like integrity, respect and resilience. This emphasis extends to other categories of physical activities like Athletics and Swimming, where skills and concepts are taught in tandem with values. For these physical activities, students are encouraged to participate in challenges that increase their personal performances by testing themselves against their peers in non-competitive contexts where the focus remains on improving one's personal best. Students make use of the experiences that they have gained through the active participation in physical activities and be motivated to lead an active and healthy lifestyle.

Learning Outcomes for Physical Activities

The physical activities offered by the schools should fulfil the following guidelines:

- Schools should offer **at least six** different physical activities for every student.
- They must also offer **at least one physical activity** from each category of net-barrier, striking-fielding and territorial-invasion.

In the physical activities offered by the school, each physical activity must:

- Have at least 16 hours of curriculum time that will develop the ability of the student to participate independently, safely and with enough competence to be a participant at a recreational level;
- Include learning outcomes which are aligned to the six goals of Physical Education;
- Have a culminating event (either through an end-state game or achieving a target set);
and
- Provide students with instruction and the opportunity to participate competently. Students should also be able to carry out the physical activities **independently and safely on their own beyond school**.

Games-Related Concepts⁶⁶ and Skills

Games-related concepts are introduced to students through modified games at the upper primary and reinforced at the secondary levels. Both fundamental and specialised skills and movement concepts are required in playing these games. In this syllabus, games are classified into the following categories:

- net-barrier;
- striking-fielding;
- territorial-invasion.

Within each game category, there are games-related concepts that are transferrable across games within the same category. Game-specific skills are also identified for selected games for the learning area of Physical Activities. Table 5 describes the main intention of the game category and the games-related concepts across the three game categories.

	Net-Barrier		Striking-Fielding		Territorial-Invasion	
Main intention of the game	To send the object (e.g. a ball or shuttle) back to the opponent so that he/she is not able to return it or is forced to make an error. The play area is separated by a barrier such as a net that is placed at a pre-determined height. Serving is the only time the object is held in hand.		To place the ball away from the fielder and score runs by advancing bases safely.		To attack the opponent's defending area and score a goal while protecting own goal at the same time. Scoring is achieved through sending and/or shooting an object (e.g. a ball) to a specific or target area accurately, or moving the object across an open-ended target (e.g. across a line).	
Games-related concept	Offence	Defence	Offence	Defence	Offence	Defence
	<ul style="list-style-type: none"> • Winning the point • Setting up an attack 	<ul style="list-style-type: none"> • Defending against an attack • Defending space 	<ul style="list-style-type: none"> • Sending into space • Advancing bases to score 	<ul style="list-style-type: none"> • Defending space • Defending bases 	<ul style="list-style-type: none"> • Keeping possession of the ball • Using space to invade • Creating space to invade • Attacking the goal 	<ul style="list-style-type: none"> • Regaining possession of the ball • Delaying the invasion • Denying space to invade • Denying scoring opportunity

Table 5. Games-related Concepts and Skills

⁶⁶ Adapted from :

- Butler, J. (1997). How would Socrates teach games? A constructivist approach. *Journal of Physical Education, Recreation & Dance*, 68 (9), Nov/Dec.
- Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2006, 2013). *Teaching sport concepts and skill: A tactical games approach*. (2nd Ed & 3rd Ed). Champaign, IL: Human Kinetics.
- Ward, G & Griggs, G. (2011). Principles of play: a proposed framework towards a holistic overview of games in primary physical education. *Education 3-13*, 39 (5). Nov.

Application of the Knowledge, Skills and Attitudes in an Authentic Context

By the end of Secondary 4/5, students will have experienced at least 3 recreational competitions organised by the school. Competition provides a platform for students to apply the skills and values learnt during physical education lessons in an authentic context. This inclusion is not to propel all students towards playing competitive sports. Instead, it serves as an important platform to expose our students to real-life sports settings and in the process acquire relevant 21st Century Competencies to cope with the fast changing world.

Competition mirrors life. One works as an individual or in a team towards a common goal, handling stress and pressure, celebrating success, bouncing back from failures, etc. Participation in competitions can help students recognise their strengths and weaknesses, learn to cooperate and communicate with others, and build resilience in handling ups and downs. While the stress and pressure to win may pose a challenge to some students, it will serve as a good opportunity to teach our students to be confident of their own abilities and better handle winning and losing.

To help students enjoy and reap the benefits of the competition experience, a teacher will have to be mindful of structuring physical education lessons appropriately to create a positive learning environment. He/She should constantly emphasise doing one's best in practice tasks and in competition to highlight that the process is more important and meaningful than achieving the outcome. More importantly, a teacher should make good use of the opportunity to introduce appropriate skills to help students develop 21st Century Competencies.

Recreational competitions are at intra-school level and students can participate in with their classmates. Rules and competition format are modified to ensure age-appropriateness of the activities. Team composition will be smaller so that play time can be longer and more students can participate. The format of the competition can also comprise groupings of similar ability where students will have opportunities to play at least 3 matches in their assigned grouping. There is no need for the lead up to an overall champion.

Badminton

Description of the Game			
<p>Students play a singles badminton game, with appropriate rules.</p> <p>During game play, students execute skills of foot work, service and shuttle control, as well as a combination of skills with good form to achieve the intended outcomes. Application of good footwork to support swift movement in court is fundamental in sustaining the rallies to ultimately apply tactical strategies. In offence, students exploit space to create attacking opportunities or capitalise on mistakes made by opponents to win a point. In defence, students cover available court space adequately to limit opponents' offensive attack as well as returning the shuttle to place the opponents in a less advantageous offensive position.</p>			
Games-related Concepts	Learning Outcomes (LO)	Skills	
Offence	Winning the point	1. Hit the shuttle into open space or at opponent to prevent opponent from returning the shuttle.	<ul style="list-style-type: none"> • Smashing <ul style="list-style-type: none"> - Forehand • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle
	Setting up an attack	2. Serve low to create space at the rearcourt. 3. Serve high to create space at the forecourt. 4. Hit the shuttle from the forecourt to opponent's forecourt, low over the net to create space in the rearcourt. 5. Hit the shuttle from the rearcourt to opponent's forecourt to move opponent to the front.	<ul style="list-style-type: none"> • Serving <ul style="list-style-type: none"> - Forehand (Low and High) • Hitting - Net Shot <ul style="list-style-type: none"> - Forehand • Hitting - Overhead Drop Shot <ul style="list-style-type: none"> - Forehand • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle - Lunge
Defence	Defending against an attack	6. Hit the shuttle from the forecourt to opponent's rearcourt to push opponent to the back. 7. Hit the shuttle from the rearcourt to opponent's rearcourt to move opponent to the back.	<ul style="list-style-type: none"> • Hitting - Net shot <ul style="list-style-type: none"> - Forehand • Hitting - Net lift <ul style="list-style-type: none"> - Forehand • Hitting - Overhead clear <ul style="list-style-type: none"> - Forehand • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle - Lunge
	Defending space	8. Move to a strategic base position after every contact with the shuttle.	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle

Table Tennis

Description of the Game

Students play a single table tennis game, with appropriate rules.

During game play, students execute skills of foot work, service, a variety of shots and ball control, as well as a combination of skills with good form to achieve the intended outcomes. Applications of good footwork to support swift movement in game are fundamental in sustaining the rallies to ultimately apply tactical strategies to the game. In offence, students exploit space to create attacking opportunities or capitalise on mistakes made by opponents to win a point. In defence, students cover available space adequately to limit opponents' offensive attack as well as returning the ball to place the opponents in a less advantageous offensive position.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Winning the point	1. Hit the ball into open space.	<ul style="list-style-type: none"> • Driving / Smashing <ul style="list-style-type: none"> - Forehand - Backhand
	Setting up an Attack	2. Serve long to the end of table. 3. Hit/Place ball long and over the net, forcing the opponent to play away from the table. 4. Hit/Place ball wide, moving the opponent to either side of the table, forcing a weak return.	<ul style="list-style-type: none"> • Serving <ul style="list-style-type: none"> - Forehand - Backhand • Driving / Pushing / Smashing <ul style="list-style-type: none"> - Forehand - Backhand
Defence	Defending against an attack	5. Move to a ready position to block the ball back to the attacker.	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - One step - Side step - Cross step • Blocking / Pushing <ul style="list-style-type: none"> - Forehand - Backhand
	Defending space	6. Move and recover to a ready position after every contact with ball to prepare for the next shot	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - One step - Side step - Cross step • Return to the left of the centreline⁶⁷

⁶⁷ The playing elbow marks the midpoint between the forehand and backhand, so should keep your playing elbow near the centre of the table. This moves the whole body to left (more so for right-handers, vice-versa for left handers).

Volleyball

Description of the Game			
<p>Students play a 4v4 volleyball game, with appropriate rules.</p> <p>During the game, students execute skills of passing, setting, spiking, blocking, digging and serving, as well as a combination of skills with good form to achieve the intended outcomes. In offence, students communicate to set up attacking opportunities to score a point by causing the ball to land on the opposing teams' side of the court. In defence, students work together to maximize court coverage and block off the opponents' offence to prevent the ball from landing in their own court.</p> <p><i>Recommended area: Badminton court</i> <i>Net Height: 1.9 metres to 2 metres</i></p>			
Games-related Concepts	Learning Outcomes (LO)	Skills	
Offence	Winning the point	<ol style="list-style-type: none"> 1. Hit the ball into open space. 2. Serve the ball into open space. 	<ul style="list-style-type: none"> • Spiking / Tipping • Passing <ul style="list-style-type: none"> - Overhead • Serving <ul style="list-style-type: none"> - Underhand - Overhead
	Setting up an attack	<ol style="list-style-type: none"> 3. Pass the ball that comes over the net to a teammate. 4. Set up for an offensive move. 	<ul style="list-style-type: none"> • Passing <ul style="list-style-type: none"> - Forearm - Overhead
Defence	Defending against an attack	<ol style="list-style-type: none"> 5. Block opponent's offensive attempt over the net. 6. Receive and keep the ball in play. 	<ul style="list-style-type: none"> • Blocking • Digging • Footwork <ul style="list-style-type: none"> - Running steps - Shuffle steps - Side steps - Lunge
	Defending the space	<ol style="list-style-type: none"> 7. Move to base position. 8. Move from base position to prevent opponent from scoring. 	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - Running steps - Shuffle steps - Side steps - Lunge

Softball

Description of the Game

Students play a 6v6 striking and fielding game, with appropriate rules.

During the game, students execute skills of throwing, catching and hitting, as well as a combination of skills with good form to achieve the intended outcomes. Students bat the ball away from the defending team, catch and throw accurately to teammates in an attempt to win the game. When batting, students place the ball in the field of play to aid teammates to move from base to base. When fielding, students work together to defend open space and bases to cut off batting team's runs.

Recommended playing area: The diamond has 15 metres base lines, with the 1st base safety base at 18 metres.

Pitching distance: 11 metres

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Sending into space	1. Toss (underhand) a ball into the strike zone.	<ul style="list-style-type: none"> ● Pitching <ul style="list-style-type: none"> - Underhand toss (Used with modified rules when pitcher is from the batting team)
		2. Hit the ball when it is tossed within the strike zone and run to the first base. 3. Withhold from batting a pitched ball judged to be out of the strike zone.	<ul style="list-style-type: none"> ● Batting <ul style="list-style-type: none"> - Ground ball - Fly ball ● Running
	Advancing bases to score	4. Base runner advances to forward base when the ball is batted. 5. Run to free the base for the next runner.	<ul style="list-style-type: none"> ● Running
Defence	Defending space	6. Stand in position to maximise coverage before batter hits the ball. 7. Move into position to catch the ball when it lands in area of coverage.	<ul style="list-style-type: none"> ● Catching <ul style="list-style-type: none"> - Ground ball (with 1 or 2 hands) - Fly ball (with 1 or 2 hands) ● Running
	Defending bases	8. Throw a ball to teammate to put the runner out. 9. Fielders move into position to receive the ball to stop base runner from advancing to the next base or to avoid a run score.	<ul style="list-style-type: none"> ● Throwing <ul style="list-style-type: none"> - Overhand - Underhand ● Catching <ul style="list-style-type: none"> - Ground and fly balls (with 1 or 2 hands)

Basketball

Description of the Game

Students play a 3v3 half-court basketball game, with appropriate rules.

During game play, students execute skills of passing, dribbling, and shooting, as well as a combination of skills with good form to achieve the intended outcomes. They also apply good footwork to change speed and direction, stop in balance, and pivot when enacting offensive and defensive strategies. Passing accurately to teammates is key to advancing the ball while maintaining possession. In attacking the basket, students make use of available space to penetrate the defence and support teammate to score, or create space to set up attacking opportunities if none is obvious. In defending the basket, the team works together to slow down an attack by guarding the attackers, denying attacking space, preventing scoring and attempting to regain possession of the ball.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Keeping possession of the ball	<ol style="list-style-type: none"> 1. Pass the ball when guarded to a teammate who is free, dodge the defender and move into open space to receive the ball. 2. (Dodge the defender and move into open space), receive the ball with a jump or stride stop and pivot to a ready position to shoot, pass or dribble. 	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - 1-foot landing - 2-foot landing - Pivoting • Dodging <ul style="list-style-type: none"> - Body feint - L-cut - V-cut • Passing <ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass • Receiving
	Using space to invade	<ol style="list-style-type: none"> 3. (Receive the ball in a ready position to shoot, pass or dribble) and dribble when there is an open lane towards the basket. 	<ul style="list-style-type: none"> • Dribbling <ul style="list-style-type: none"> - Dominant hand - Non-dominant hand - Crossover dribble
	Creating space to invade	<ol style="list-style-type: none"> 4. Dodge the defender and move into open space to create options for teammate to shoot, pass or dribble. 	<ul style="list-style-type: none"> • Dodging <ul style="list-style-type: none"> - Body feint - L-cut - V-cut
	Attacking the goal	<ol style="list-style-type: none"> 5. (Receive the ball in a ready position to shoot, pass or dribble), shoot when there is space and within range and ability, and follow through to rebound the ball. 6. Dribble when there is an open lane towards the basket, shoot in a continuous action when within range and ability, and follow through to rebound the ball. 	<ul style="list-style-type: none"> • Dribbling <ul style="list-style-type: none"> - Dominant hand - Non-dominant hand - Crossover dribble • Shooting <ul style="list-style-type: none"> - 1-handed set shot - 1-handed jump shot from under the basket

Games-related Concepts		Learning Outcomes (LO)	Skills
Defence	Regaining possession of the ball	7. Intercept the pass when it is within the defender's reach. 8. Rebound the ball after a shot.	<ul style="list-style-type: none"> • Intercepting • Rebounding
	Delaying the invasion	9. Guard the attacker to prevent the attacker from dribbling towards the basket.	<ul style="list-style-type: none"> • Guarding <ul style="list-style-type: none"> - Defensive stance - Positioning - Slide step - Drop step
	Denying space to invade	10. Guard the attacker to prevent the attacker from receiving the ball.	<ul style="list-style-type: none"> • Guarding <ul style="list-style-type: none"> - Defensive stance - Positioning - Slide step - Drop step
	Denying scoring opportunity	11. Guard the attacker to prevent the attacker from shooting.	<ul style="list-style-type: none"> • Guarding <ul style="list-style-type: none"> - Defensive stance - Positioning

Floorball

Description of the Game

Students play a 4v4 floorball game without goalkeeper, with appropriate rules.

During game play, students execute skills of dribbling, passing, shooting and moving off the ball, as well as a combination of skills with good form to achieve the intended outcomes. Students demonstrate good control and balance when dribbling and passing to set up opportunities for themselves and teammates to shoot at goal when enacting offensive strategies. They are able to adjust their positions to keep frontal view of the goal post when attacking. In attacking the goal, students make good use of available space to penetrate the defence or create space to set up attacking opportunities for teammates to score. In defending the goal, students place themselves between the attacker and goal post and work together to slow down the attacking line, deny attacking space, prevent scoring and regain possession of the ball.

Recommended size of play area : Length – 16 metres, Width – 12 metres

Recommended size of goalpost : Height – 0.6 metre, Length – 1.15 metres

(No-go Zone in front of goalpost: Length – 1.4 metre, Breadth – 0.6 metre)

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Keeping possession of the ball	<ol style="list-style-type: none"> 1. Pass the ball when marked to a teammate who is free, move away from defender and into open space to receive the ball. 2. (Move away from defender and into open space), receive the ball with control and look for open space and teammates before shooting, passing or dribbling. 	<ul style="list-style-type: none"> • Shielding • Dodging <ul style="list-style-type: none"> - Body Feint - Stick Feint • Passing <ul style="list-style-type: none"> - Forehand <ul style="list-style-type: none"> ▪ Wrist ▪ Drag • Receiving <ul style="list-style-type: none"> - On the forehand blade - On the reverse blade
	Using space to invade	<ol style="list-style-type: none"> 3. (Receive the ball with control) and dribble into open space towards opponent's goal. 	<ul style="list-style-type: none"> • Receiving: <ul style="list-style-type: none"> - On the forehand blade - On the reverse blade • Dribbling <ul style="list-style-type: none"> - Forehand <ul style="list-style-type: none"> ▪ Open⁶⁸ ▪ Closed⁶⁹ ▪ Cross Over⁷⁰

⁶⁸ The player pushes the ball forward, runs and pushes the ball forward and runs again.

⁶⁹ The ball is in contact with the stick as the player runs forward.

⁷⁰ While running with the ball, the player drags the ball across his/her body while running with the ball.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Creating space to invade	<p>4. (Receive ball with control), fake to shoot, pass or dribble to create space</p> <p>5. Move away from defender into open space to create options for teammate to shoot, pass or dribble.</p>	<ul style="list-style-type: none"> • Dodging <ul style="list-style-type: none"> - Body Feint - Stick Feint
	Attacking the goal	<p>6. (Receive the ball with control) and shoot when there is space and within shooting range.</p> <p>7. Dribble into open space towards the goal and shoot within range and ability.</p>	<ul style="list-style-type: none"> • Dribbling <ul style="list-style-type: none"> - Forehand <ul style="list-style-type: none"> ▪ Open ▪ Closed ▪ Cross Over • Shooting <ul style="list-style-type: none"> - Forehand <ul style="list-style-type: none"> ▪ Wrist ▪ Drag • Receiving <ul style="list-style-type: none"> - On the forehand blade - On the reverse blade
Defence	Regaining possession of the ball	8. Intercept the ball when it is within the defender's reach.	<ul style="list-style-type: none"> • Intercepting <ul style="list-style-type: none"> - On the forehand blade - On the reverse blade - Defensive stance - Positioning
	Delaying the Invasion	9. Prevent the attacker with the ball from dribbling towards the goal or passing to another attacker in an advanced position.	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning
	Denying Space to Invade	<p>10. Run back from an advance position after losing possession to mark an attacker or cover attacking space.</p> <p>11. Mark the attacker and prevent the attacker from receiving the ball.</p>	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning • Tackling <ul style="list-style-type: none"> - Block⁷¹ - Poke⁷² - Positioning
	Denying scoring opportunity	12. Prevent the attacker with the ball from shooting.	<ul style="list-style-type: none"> • Tackling <ul style="list-style-type: none"> - Block - Poke • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning

⁷¹ The player approaches the ball carrier and tackles by moving the blade directly face on to the ball.

⁷² The player approaches the ball carrier and lunges forward with stick in one hand to knock ball away or take possession of the ball.

Football

Description of the Game

Students play a 5v5 football game without goalkeeper, with appropriate rules.

During game play, students execute skills of dribbling, passing, shooting and defending, as well as a combination of skills with good form to achieve the intended outcomes. Students demonstrate good control and balance when dribbling and passing to set up opportunities for themselves and teammates to shoot at goal when enacting offensive and defensive strategies. They adjust their positions to maintain frontal view of the goal post when attacking and place themselves between the attacker and goal post when defending. In attacking the goal, students make good use of available space to penetrate defence or create space to set up attacking opportunities for teammates to score. In defending the goal, students work together to defend the attackers, to slow down the attacking line, deny attacking space, prevent scoring and regain possession of the ball.

Recommended size of play area : Length – 25 metres to 30 metres, Width – 20 metres to 24 metres

Recommended size of goalpost : Length - 1.5 metres to 3 metres, Height – 1 metre to 2 metres

Games-related Concepts		Learning Outcomes	Skills
Offence	Keeping possession of the ball	<ol style="list-style-type: none"> 1. Pass the ball when marked to a teammate who is free, move away from defender and into open space to receive the ball. 2. (Move away from the defender and into open space), receive the ball with control and look for open space and teammates before passing, dribbling or shooting. 	<ul style="list-style-type: none"> • Dodging <ul style="list-style-type: none"> - Body feint • Passing <ul style="list-style-type: none"> - Using inside of the foot - Using outside of the foot - Push pass - Wall pass • Receiving <ul style="list-style-type: none"> - Using inside of the foot - Trapping with sole of foot • Shielding
	Using space to invade	<ol style="list-style-type: none"> 3. (Receive the ball with control) and dribble into open space towards the goal. 	<ul style="list-style-type: none"> • Dribbling <ul style="list-style-type: none"> - Forward - Dragging the ball forward, backward and side-to-side, and turn 180 degrees
	Creating space to invade	<ol style="list-style-type: none"> 4. Move away from defender into open space to create options for teammate to pass, dribble or shoot. 	<ul style="list-style-type: none"> • Dodging <ul style="list-style-type: none"> - Body feint
	Attacking the goal	<ol style="list-style-type: none"> 5. (Receive the ball with control) and shoot when there is space and within range and ability. 6. Dribble into open space towards the goal and shoot when within range and ability. 	<ul style="list-style-type: none"> • Dribbling <ul style="list-style-type: none"> - Forward dribble - Dragging the ball forward, backward and side-to-side, and turn 180 degrees - Turning <ul style="list-style-type: none"> ▪ Inside ▪ Outside • Shooting <ul style="list-style-type: none"> - In-step

Games-related Concepts		Learning Outcomes	Skills
Defence	Regaining possession of the ball	7. Intercept the ball when it is within the defender's reach.	<ul style="list-style-type: none"> • Intercepting
	Delaying the invasion	8. Mark the attacker to prevent the attacker from dribbling towards the goal or passing to teammate in an advance position.	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning • Tackling <ul style="list-style-type: none"> - Block tackle - Poke tackle
	Denying space to invade	9. Run back from an advance position after losing possession to mark an attacker or cover an attacking space. 10. Mark the attacker and prevent the attacker from receiving the ball.	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning
	Denying scoring opportunity	11. Mark the attacker to prevent the attacker from shooting.	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Defensive stance - Positioning • Tackling <ul style="list-style-type: none"> - Block tackle - Poke tackle

Netball

Description of the Game

Students play a 4v4, half court netball game, with appropriate rules.

During game play, students execute skills of passing and shooting, as well as a combination of skills with good form to achieve the intended outcomes. They also apply good footwork to pivot, change speed and direction as well as stop in balance when enacting offensive and defensive strategies. The key to advancing the ball while maintaining possession is to pass accurately to team mates. In attacking, students create or make use of available space to penetrate opponents' defence to set up attacking opportunities for shooters to score. In defending, the team works together to slow down an attack by guarding the attackers, denying attacking space, preventing scoring and attempting to regain possession of the ball.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Keeping possession of the ball	<ol style="list-style-type: none"> 1. Pass the ball when guarded to a team mate who is free, dodge defender and move into open space to receive the ball. 2. (Dodge away from defender and move into open space), receive a pass and landing with 1 foot/2 feet to get ready to pass or shoot. 	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - 1-foot and 2-feet landing - Pivoting in all directions • Getting Free <ul style="list-style-type: none"> - Straight lead - Dodges (Single/Double) - Change in pace - Change in direction • Passing <ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass - Shoulder pass - Lob pass • Receiving the ball
	Using space to invade	<ol style="list-style-type: none"> 3. (Receive the ball in a ready position to pass or shoot), pass to a team mate who is free to advance the ball forward towards to the goal. 	<ul style="list-style-type: none"> • Passing <ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass - Shoulder pass - Lob pass • Receiving the ball
	Creating space to invade	<ol style="list-style-type: none"> 4. Dodge away from defender and move into open space to create options for teammate to pass or shoot. 	<ul style="list-style-type: none"> • Getting Free <ul style="list-style-type: none"> - Straight lead - Dodges (Single/Double) - Change in pace - Change in direction

Games-related Concepts		Learning Outcomes (LO)	Skills
	Attacking the goal	5. (Receive the ball in a ready position to pass or shoot), shoot when within range and ability, and follow through to rebound the ball.	<ul style="list-style-type: none"> • Passing <ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass - Shoulder pass - Lob pass • Receiving the ball • Shooting: <ul style="list-style-type: none"> - 1-handed shot
Defence	Regaining possession of the ball	6. Intercept the pass when it is within the defender's reach. 7. Rebound the ball after a shot.	<ul style="list-style-type: none"> • Intercepting • Rebounding
	Delaying the invasion	8. Defend the attacker to prevent the attacker from passing to advance the ball towards the goal.	<ul style="list-style-type: none"> • Defending on-the- ball player <ul style="list-style-type: none"> - Hands over the ball - Intercepting - Blocking
	Denying space to invade	9. Defend the attacker to prevent the attacker from receiving the ball	<ul style="list-style-type: none"> • Defending off-the-ball player <ul style="list-style-type: none"> - Defensive stance (Open/Close) - Defensive Footwork (Shadow defence) - Drop back
	Denying scoring opportunity	10. Defend the attacker to prevent the attacker from shooting.	<ul style="list-style-type: none"> • Defending the shot <ul style="list-style-type: none"> - Hands over the ball - Intercepting - Block out

Ultimate Frisbee

Description of the Game

Students play a 5v5 territorial game using a flying disc, with appropriate rules.

During game play, students are able to apply or combine throwing and catching skills to attack the end-zone goal. They are also able to demonstrate good footwork to change directions through pivoting and stopping with balance in both offensive and defensive situations. In attacking the end-zone goal, students are able to work with teammates through creating space and penetrating defence to set up offensive opportunities. In defending the end-zone, students work with teammates to deny space for invasion through person-to-person defence, prevent scoring and attempting to regain possession of the disc. Students would also be able to self-referee their game play and be responsible for adhering to and overseeing the rules themselves.

Recommended size of play area : Length – 37 metres to 43 metres, Width – 18 metres to 22 metres

Recommended end zone area : Length – 11.5 metres to 15.5 metres, Width – 18 metres to 22 metres

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Keeping possession	<ol style="list-style-type: none"> 1. Pass the disc to a teammate who is free, move away from defender and into open space to receive the disc. 2. (Move away from defender and into open space), receive the disc, coming to a stop with balance; and look for open space and teammates before passing. 	<ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> - Forehand - Backhand • Catching <ul style="list-style-type: none"> - Pancake catch - 1 handed rim catch - 2-handed rim catch • Footwork <ul style="list-style-type: none"> - Pivoting - Stopping • Dodging <ul style="list-style-type: none"> - Body feint • Faking <ul style="list-style-type: none"> - Forehand fake - Backhand fake
	Using space to invade	<ol style="list-style-type: none"> 3. Pass the disc to open space for teammates to advance towards the end-zone goal. 	<ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> - Forehand - Backhand • Catching <ul style="list-style-type: none"> - Pancake catch - 1 handed rim catch - 2-handed rim catch • Footwork <ul style="list-style-type: none"> - Pivoting • Faking <ul style="list-style-type: none"> - Forehand fake - Backhand fake

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Creating space to invade	4. (Receive the disc coming to a stop with balance); fake to pass to create space. 5. Move away from defender into open space to create options for teammate to pass.	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - Pivoting - Cutting⁷³ • Faking <ul style="list-style-type: none"> - Forehand fake - Backhand fake
	Attacking the goal	6. Pass the disc into the end-zone for teammates to score. 7. Move into space and/or fake defender away to receive a pass inside the end-zone to score.	<ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> - Forehand - Backhand • Catching <ul style="list-style-type: none"> - Pancake catch - 1 handed rim catch - 2-handed rim catch • Footwork <ul style="list-style-type: none"> - Pivoting - Cutting • Dodging <ul style="list-style-type: none"> - Body feint • Faking <ul style="list-style-type: none"> - Forehand fake - Backhand fake
Defence	Regaining possession	8. Intercept by catching the disc or hitting the disc away from the opponent's reach.	<ul style="list-style-type: none"> • Catching <ul style="list-style-type: none"> - Pancake catch - 1 handed rim catch - 2-handed rim catch • Marking <ul style="list-style-type: none"> - Positioning
	Delaying invasion	9. Position one-self for effective force ⁷⁴ so as to restrict thrower's line of pass.	<ul style="list-style-type: none"> • Marking (When marking the thrower) <ul style="list-style-type: none"> - Defensive Stance
	Denying invasion	10. Mark to prevent cutter from getting the disc.	<ul style="list-style-type: none"> • Marking (When marking the cutter) <ul style="list-style-type: none"> - Positioning
	Deny scoring opportunity	11. Mark to prevent the cutter from receiving the disc inside the end-zone to score.	<ul style="list-style-type: none"> • Marking <ul style="list-style-type: none"> - Positioning
<p>Thrower refers to on-the-disc attacker Cutter refers to off-the-disc attacker</p>			

⁷³ Cutting refers to the attacker moving away from the defender at the right time and in the right place as an open receiver.

⁷⁴ Force refers to the defender inducing the attacker to make a throw to where the rest of the defenders are positioned.

The following are the LOs pertaining to Goals 3 to 6 in the conduct of any physical activity at the secondary level.

Secondary – Physical Activities	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Apply the skills acquired to carry out physical activities safely. • Apply basic concepts of personal and environmental safety when participating in physical activities. 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Secondary 2 and 4. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participate in a variety of physical activities according to one's ability. • Participate in recreational competitions or personal challenges. 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Understand that the role of moderate-to-vigorous physical activity helps to achieve or maintain good health. 	

Running

Running
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.
<ul style="list-style-type: none"> • Complete running a distance of between 3km to 5km safely.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.
<ul style="list-style-type: none"> • Understand how to run efficiently and safely. • Understand a holistic training programme will include cross-training, speed work and core training. • Understand the role of diet and hydration for running. • Understand and apply basic knowledge of goal setting in improving running performance.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.
<ul style="list-style-type: none"> • Understand common injuries related to running and how to prevent and manage them.
Goal 4: Display positive personal and social behaviour across different experiences.
<ul style="list-style-type: none"> • Display resilience in achieving the goal of running the set distance. • Take responsibility over own health and fitness, and safety in their running pursuit. • Develop an enjoyment for running.
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.
<ul style="list-style-type: none"> • Participate in physical activities according to one's ability.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.
<ul style="list-style-type: none"> • Evaluate own progress of fitness and able to continue pursuing distance running as a lifelong physical activity

Physical Health & Fitness

Physical Health and Fitness stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning. Younger learners gain an understanding of good health practices in nutrition, exercise, safety and hygiene as they are put through regular and purposeful health-enhancing physical activities and learning tasks. These activities generate fun and promote a positive attitude towards continual participation in physical activities for health, fitness and enjoyment. As students mature, the focus is on developing self-directed learners who see meaning in their sustained physical endeavours. They pursue physical activities that interest them and possess both the ability and willingness to accept responsibility for personal health and fitness. Students evaluate their lifestyles and adapt their participation in physical activities at different stages of their lives with understanding of the health benefits derived, and how living active and healthy lives is connected with the world around them and the health of others.

Learning Outcomes for Physical Health and Fitness

Physical Health and Fitness aims to augment the development of the students' mature performance by providing them with the skills and knowledge in the content areas of health and fitness management, healthy eating and weight management, and personal safety in physical activities. Students will see the relevance of what they learn and make connections with the physical activities that they participate in.

Figure 8 presents the knowledge, skills and attitudes of the Physical Health and Fitness learning area.

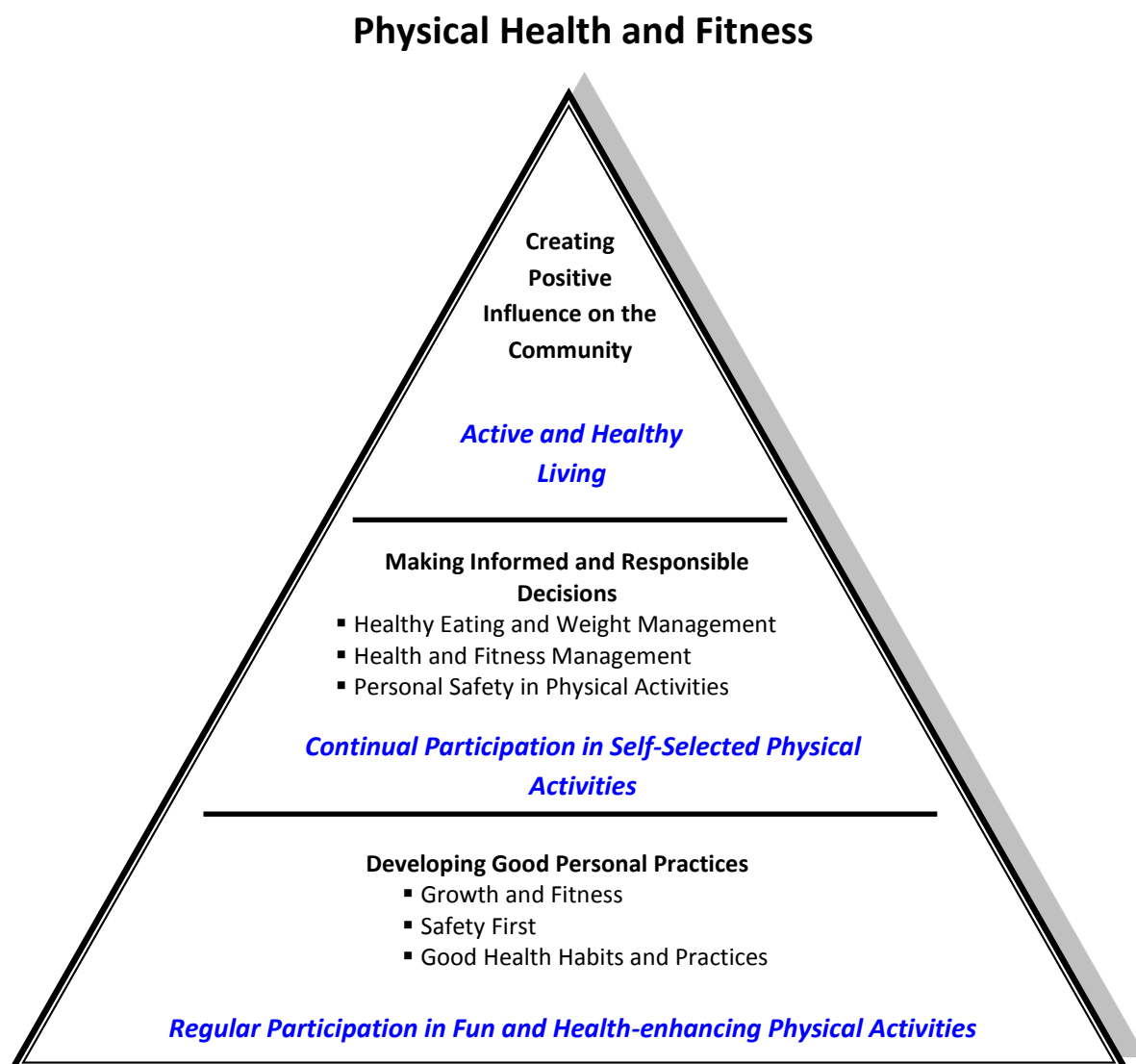


Figure 8. Knowledge, Skills and Attitudes of Physical Health and Fitness

Secondary 1 – Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.	
Health and Fitness Management	<ul style="list-style-type: none"> Identify the main muscle groups which are required for physical activities and their corresponding stretches
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
Personal Safety in Physical Activities	<ul style="list-style-type: none"> Apply basic concepts of personal and environmental safety when participating in physical activities.
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Secondary 2. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
Health and Fitness Management	<ul style="list-style-type: none"> Design a one-week exercise programme to improve various components of health-related fitness using the FITT (Frequency, Intensity, Type and Time) Principle.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
Health and Fitness Management	<ul style="list-style-type: none"> Understand the physical, mental and social benefits of physical activities.
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Understand the concept of a proper diet in weight management using Body Mass Index (BMI)-for-age as a reference.

Secondary 2 - Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Understand how strengthening exercises can be used to improve movement in various physical activities and vice versa.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Personal Safety in Physical Activities	<ul style="list-style-type: none"> Understand the principles of injury management with regard to common sport injuries.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Secondary 2. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Design a one-month exercise programme to improve various components of health-related fitness using the FITT Principle.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life	
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Evaluate one's own BMI and diet, and strive to achieve the healthy BMI-for-age range.

Secondary 3 - Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Understand the functions of bones, tendons and ligaments required for various physical activities.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Personal Safety in Physical Activities	<ul style="list-style-type: none"> Understand the principles of injury management with regard to common sport injuries.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Secondary 4. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Understand the components of performance-related fitness. Understand how various types of training methods help develop different aspects of fitness.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life	
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Evaluate one's own BMI and diet, and strive to achieve the healthy BMI-for-age range. Understand the dietary requirements of an athlete.

Secondary 4 - Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Understand how to develop a fitness programme over an extended period of time with different phases/cycles
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Know what performance enhancing drugs are and consequences of taking them
Personal Safety in Physical Activities	<ul style="list-style-type: none"> Understand risk factors and apply them to physical activities.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Secondary 4. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Design a two-month training programme to improve cardiovascular endurance, muscular strength or muscular endurance using the Principles of Training and FITT Principle.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life	
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Evaluate one's own BMI and diet, and strive to achieve the healthy BMI-for-age range.

2.3

Scope & Sequence of Pre-University Syllabus

The purpose of physical education is to *enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active healthy living*. For students to achieve the purpose of physical education, the journey continues with the pre-university physical educational programme, which aims to develop **Committed Advocates** who demonstrate a conscious decision and action to pursue personal excellence and are an inspiration to their family and friends in leading an active, healthy lifestyle.

The pre-university physical education programme will further improve the students' existing knowledge and skills to a higher level of performance excellence as set against the self-established standards in physical activities. The key difference between the secondary and pre-university curriculum content is therefore differentiated not by the higher skills to be taught, as stipulated in the syllabus per se, but more by an individual's desire to learn these skills to enhance their performance. Students will also continue to broaden their learning of healthy practices and knowledge to further develop them into passionate individuals who inspire their family and friends to lead an active, healthy lifestyle.

Recognising the fact that students progressing to the pre-university level will have varied experiences across a range of specialised situations and physical activities, schools will have the flexibility and autonomy to enact the pre-university physical education syllabus to achieve the outcomes of physical education. Through well-organised learning experiences in the different learning areas, students focus on improving their performance and being a role model for active, healthy living to become **Committed Advocates**.

The learning areas that help to facilitate the organization of these experiences in the pre-university are:

- Physical Activities
- Physical Health and Fitness

Learning Outcomes

The LOs for the pre-university level build on the movement capacity and knowledge that was learnt at the primary and secondary levels.

The LOs for Physical Health and Fitness specify **minimally** what students should know and be able to do by the end of pre-university. For Physical Activities, the LOs are premised on the expected student competence in a recreational context.

Physical Activities

Physical Activities provide the contexts for students to display various fundamental movement skills, either individually or in combination that they have learnt at the primary and secondary levels. Students will draw on early experiences and develop, with confidence, mature patterns that they can display and perform at a recreational competition level. In Games and Sports, games-related concepts and strategies are consciously weaved into appropriate game situations, together with an emphasis on the learning and demonstration of values like integrity, respect and resilience. This emphasis extends to other categories of physical activities like Athletics and Swimming, where skills and concepts are taught in tandem with values. For these physical activities, students are encouraged to participate in challenges that increase their personal performances by testing themselves against their peers in non-competitive contexts where the focus remains on improving one's personal best. Students make use of the experiences that they have gained through the active participation in physical activities and be motivated to lead an active and healthy lifestyle.

Learning Outcomes for Physical Activities

The physical activities offered by the schools should fulfil the following guidelines:

- Schools should offer **at least three** physical activities for every student.

In these physical activities offered by the school, each physical activity must:

- Have at least 16 hours of curriculum time that will develop the ability of the student to participate independently, safely and with enough competence to be a participant at a recreational level;
- Include learning outcomes which are aligned to the six goals of Physical Education;
- Have a culminating event (either through an end-state game or achieving a target set);
and
- Provide students with instruction and the opportunity to participate competently. Students should also be able to carry out the physical activities **independently and safely on their own beyond school**.

Physical Activity Principles

A set of principles have been developed to guide the pre-university teachers to enable their students to realise the aim of being committed advocates. The principles are as follows:

Principle 1

Students to participate in physical activity at basic or extension level

The learning outcomes for physical activities taught at the basic level will be **similar** to those taught at the secondary level. Students participating in physical activities taught at the extension level will build upon what they have learnt previously at the secondary level so that they can take their range and proficiency of movement skills to another level. At the extension level, the 16 hours of curriculum time will include both new knowledge and skills as well as practice time for students to develop and refine their skills and game play.

With an increase in the variety of experiences in the physical activity, coupled with an extended knowledge, students are able to have a better appreciation of what being active means and this will translate to them advocating an active and healthy lifestyle within their spheres of influence.

Principle 2

Students to participate in one activity that is individual/dual in nature and a team activity

When students transit into adulthood, there is a high possibility that the physical activities that they will be involved in are individual or dual in nature. Activities like running or badminton are such examples where the individual can either carry them out on his/her own or with a partner. Participating in a physical activity which is individual/dual in nature also allows the student to have a greater control over the conduct of the activity. For instance, he/she can determine the level of intensity at which the activity is carried out which corresponds to his/her respective skills and/or fitness level. The provision of individual/dual

activities will increase the likelihood of students' continual participation after their schooling years.

Team sports provide an authentic setting which provides for social interaction and demonstration of positive emotions and social behaviours. Furthermore, the interactions and problem-solving opportunities in team-based activities mean that students can have many instances to communicate positively with others, which is a necessary 21st Century Competency. In addition, team sports are also popular at the next phase of education, i.e., at the university level, and hence schools should continue to offer them to students.

Principle 3

Students are to be given the opportunity to select from a range of activities provided by the school.

As committed advocates, students must be empowered to take ownership of their learning. Therefore, by allowing students to choose a physical activity that they are keen to learn or enjoy doing will ensure a higher chance that they will continue to participate in the activity in the future. Whilst students can choose from a range of physical activities, school should be mindful of some considerations (e.g. facilities, resources, teacher expertise) when providing the range of activities they can offer.

Principle 4

Students to play in a recreational competition, and to participate in organising it

Students will continue to have the experience of applying the knowledge, skills and values learnt during PE lessons in an authentic context. Competition serves as an important platform to expose students to real-life sports settings in a bid for them to acquire relevant 21st Century Competencies to cope with the fast changing world. Students serve as role-model and advocate active, healthy living through participation in recreational competitions, as well as

organising the competitions. When students umpire, organise the teams or prepare their peers for competition, these opportunities reinforce values like integrity and respect, and hone students' leadership and management skills. Recreational competition can be at intra-class or inter-school/organisation level.

The principles are designed to ensure students have the opportunities to learn new and/or deepen their knowledge and skills in physical activities. They further ensure that all students have at least one physical activity in which they can pursue on their own beyond school, while ensuring that there is at least one team activity for social bonding and support. The opportunity to choose a physical activity will also enhance students' motivation for active participation. By organising a sports event, students will further demonstrate advocacy for active living.

By the end of the Pre-University level, students are not only physically competent and confident individuals who value the pursuit for personal excellence but also inspire to consciously participate and influence their family and friends in various physical pursuits for health, fitness and enjoyment.

Badminton

Description of the Game

Students play a doubles badminton game, with appropriate rules.

During game play, students execute skills of foot work, service, and shuttle control as well as a combination of skills with good form to achieve intended outcomes. Application of good footwork to support swift movement on court is fundamental in sustaining the rallies to perform tactical strategies. In offence, students exploit space to create attacking opportunities or capitalise on mistakes made by opponents to win a point. In defence, students work together to cover available court space adequately to limit opponents' offensive attack as well as to return the shuttle to place the opponents in a less advantageous position.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Winning the point	<ol style="list-style-type: none"> 1. Hit the shuttle from the rearcourt into open space. 2. Hit the shuttle from the forecourt into open space. 3. Hit the shuttle crosscourt into open space. 4. Move to an attacking playing formation when the opportunity arises. 	<ul style="list-style-type: none"> • Tapping • Hitting - Net Shot <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Overhead Drop Shot <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Net Lift <ul style="list-style-type: none"> - Forehand/Backhand • Driving <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Overhead Clear <ul style="list-style-type: none"> - Forehand/Backhand • Smashing <ul style="list-style-type: none"> - Forehand • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle - Lunge
	Setting up an attack	<ol style="list-style-type: none"> 5. Execute variations of serve. 6. Execute a serve that creates the opportunity to attack. 	<ul style="list-style-type: none"> • Serving <ul style="list-style-type: none"> - Forehand/Backhand (Low, Drive, Flick or High)
Defence	Defending against an attack	<ol style="list-style-type: none"> 7. Hit the shuttle high to the opponent's rearcourt. 8. Hit the shuttle low into the opponent's court. 	<ul style="list-style-type: none"> • Hitting - Net Shot <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Net Lift <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Overhead Clear <ul style="list-style-type: none"> - Forehand/Backhand • Hitting - Block Shot
	Defending space	<ol style="list-style-type: none"> 9. Move to a defensive playing formation in anticipation of an attack. 	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - Running steps - Split steps - Side shuffle - Lunge

Basketball

Description of the Game

Students play a game of 3v3, half-court basketball game, with FIBA 3X3 rules

During game play, students are able to apply or combine passing, dribbling and shooting skills to attack the goal. They are also able to demonstrate good footwork when changing directions, pivoting and stopping with balance in both offensive and defensive situations. In attacking the basket, students are able to work with teammates through creating space and penetrating defence to set up offensive opportunities. In defending the basket, students work with teammates to deny space for invasion through coverage of defence space, prevent scoring and attempting to regain possession of ball.

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Keeping possession of the ball	1. Receive the ball in ready position to pass dribble or shoot.	<ul style="list-style-type: none"> • Footwork <ul style="list-style-type: none"> - Pivots - Jump stop and stride stop - Triple threat position
	Using space to invade	2. Dodge defender to get into open space to receive the ball in ready position to pass, dribble or shoot.	<ul style="list-style-type: none"> • Passing <ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass • Dodging <ul style="list-style-type: none"> - Body feint - L and V-cuts
	Creating space to invade	3. Fake defender to create opportunity and space to pass, dribble or shoot. 4. Set screen to create open space for teammate to receive the ball and/or attack the goal.	<ul style="list-style-type: none"> • Fakes <ul style="list-style-type: none"> - Pass Fake - Ball Fake - Shot Fake - Jab step • Pick and roll <ul style="list-style-type: none"> - On-ball screen - Off-ball screen
	Attacking the goal	5. Receive the ball in ready position and shoot the ball when within range and ability. 6. Dribble towards the basket when guarded and execute a shot in a continuous action, and follow through to rebound the ball. 7. Dodge defender and receive a pass from teammate and execute a shot in a continuous action.	<ul style="list-style-type: none"> • Shooting <ul style="list-style-type: none"> - 1-handed set shot - 1-handed jump shot • Dribbling <ul style="list-style-type: none"> - Dominant and non-dominant hand - Cross-over dribble - Spin-move • Lay up <ul style="list-style-type: none"> - Dominant hand - Power lay up

Games-related Concepts		Learning Outcomes (LO)	Skills
Offence	Regaining possession of the ball	8. Get in front of attacker and establish an advantage position to rebound the ball after a shot is made.	<ul style="list-style-type: none"> • Box-out • Rebounding
	Denying space to invade	9. Guard the attacker from receiving the ball.	<ul style="list-style-type: none"> • Individual defence <ul style="list-style-type: none"> - Defensive stance - Positioning - Slide step - Drop step
	Delaying the invasion	10. Establish an advantage position to help teammate during defence.	<ul style="list-style-type: none"> • Help defence
	Deny scoring opportunity	11. Guard the attacker with the ball from attacking the goal.	<ul style="list-style-type: none"> • Individual defence <ul style="list-style-type: none"> - Defensive stance - Positioning - Slide step - Drop step

The following are the LOs pertaining to Goals 3 to 6 in the conduct of any physical activity at the pre-university level.

Pre-University – Physical Activities	
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.	
<ul style="list-style-type: none"> • Apply the skills acquired to carry out physical activities safely • Apply basic concepts of personal and environmental safety when participating in physical activities 	
Goal 4: Display positive personal and social behaviour across different experiences.	
<ul style="list-style-type: none"> • The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Pre-University. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.	
<ul style="list-style-type: none"> • Participate in a variety of physical activities according to one's ability • Participate in recreational competitions or personal challenges 	
Goal 6: Enjoy and value the benefits of living a physically active and healthy life.	
<ul style="list-style-type: none"> • Understand that the role of moderate-to-vigorous physical activity helps to achieve or maintain good health 	

Physical Health & Fitness

Physical Health and Fitness stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning. Younger learners gain an understanding of good health practices in nutrition, exercise, safety and hygiene as they are put through regular and purposeful health-enhancing physical activities and learning tasks. These activities generate fun and promote a positive attitude towards continual participation in physical activities for health, fitness and enjoyment. As students mature, the focus is on developing self-directed learners who see meaning in their sustained physical endeavours. They pursue physical activities that interest them and possess both the ability and willingness to accept responsibility for personal health and fitness. Students evaluate their lifestyles and adapt their participation in physical activities at different stages of their lives with understanding of the health benefits derived, and how living active and healthy lives is connected with the world around them and the health of others.

Learning Outcomes for Physical Health and Fitness

Physical Health and Fitness aims to strengthen the development of the students' mature performance by providing them with the skills and knowledge in the content areas of health and fitness management, healthy eating and weight management, and personal safety in physical activities. Students will see the relevance of what they learn and make connections with the physical activities that they participate in.

Figure 9 presents the knowledge, skills and attitudes of the Physical Health and Fitness learning area.

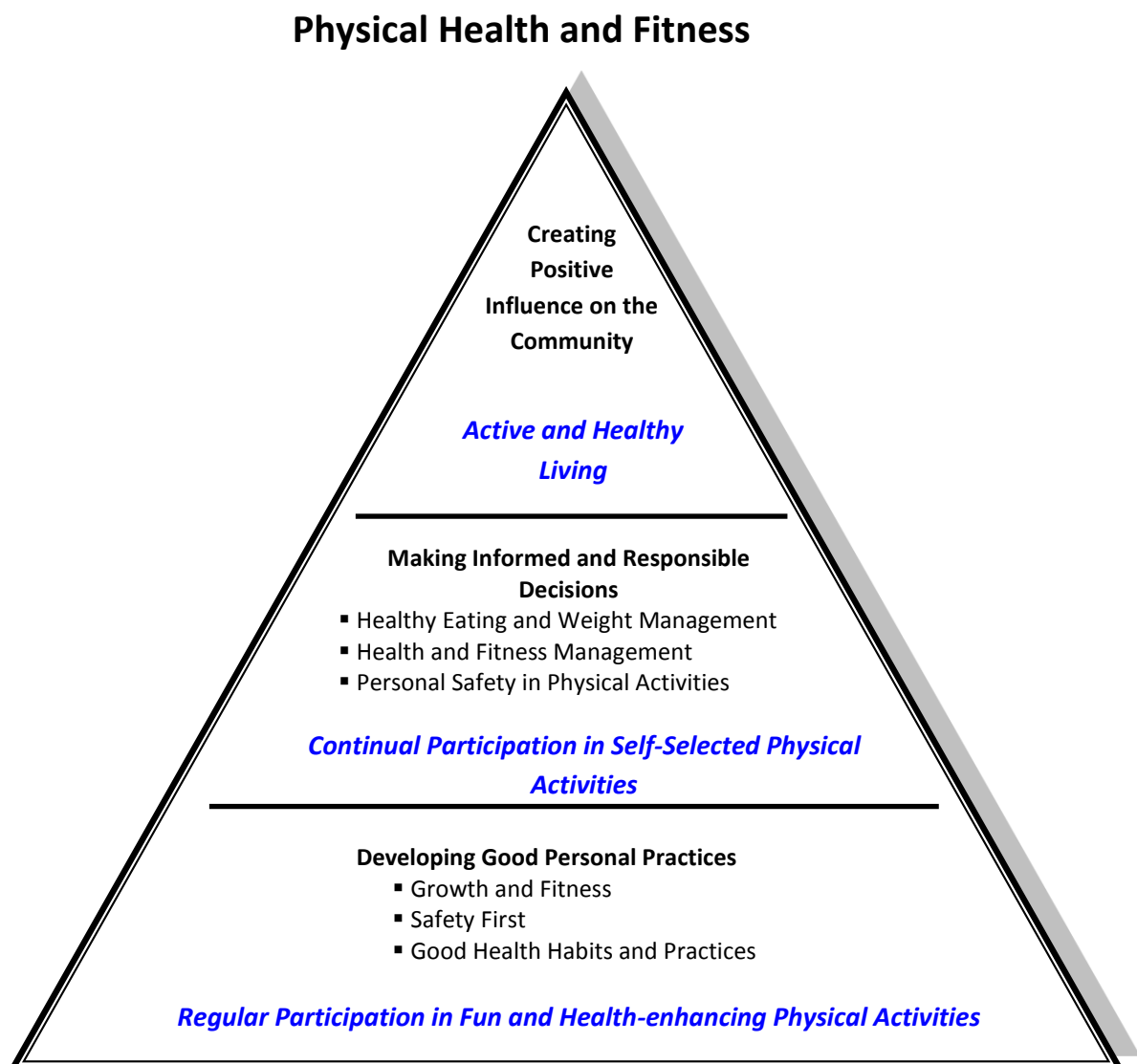


Figure 9. Knowledge, Skills and Attitudes of Physical Health and Fitness

Pre-University : Physical Health & Fitness	
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities	
	N.A.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Understand how circulatory and respiratory systems work and their relationship to fitness.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment	
Personal Safety in Physical Activities	<ul style="list-style-type: none"> Understand the safety considerations using the 'W' checklist and apply it to participation in physical activities.
Goal 4: Display positive personal and social behaviour across different experiences	
<ul style="list-style-type: none"> The LOs (Social and Emotional Competencies & Emerging 21 CC) for each core value to be taught by the end of Pre-University. Refer to Section 1.2. 	
Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities	
Health and Fitness Management	<ul style="list-style-type: none"> Apply the concept of periodisation in designing a long-term fitness programme to achieve a desired level of performance.
Goal 6: Enjoy and value the benefits of living a physically active and healthy life	
Health and Fitness Management	<ul style="list-style-type: none"> Understand the different factors that determine participation in physical activities during leisure time.
Healthy Eating and Weight Management	<ul style="list-style-type: none"> Evaluate own BMI and diet, and strive to achieve the healthy BMI-for-age range. Know what supplements are and understand their usage. Understand the consequences of taking drugs to enhance performance.

SECTION 3:
PEDAGOGICAL PRACTICES & STRATEGIES

3. Pedagogical Practices & Strategies

Principles of Effective Teaching

Good physical education lessons are characterised by principles of effective teaching that define the delivery of lessons in alignment with the goals of the Physical Education Syllabus 2014. These principles, when appropriately applied will positively shape the learning experience of the students. Thus, in a good physical education lesson, students will experience improvement in motor performance through rich affective and cognitive content. They will experience maximum participation in age and developmentally appropriate activities, individually and with others. In addition, enjoyment in physical activities will motivate students to be engaged in the physical education lesson as well as other physical activities beyond school.

The following pedagogical principles⁷⁵ are relevant across the learning areas progressing from primary through to pre-university.

- Plan to achieve specific learning outcomes
- Create a positive and safe learning environment
- Develop content for challenge and success
- Provide maximum practice time
- Employ demonstrations
- Use appropriate teaching strategies
- Incorporate assessment experiences into instruction
- Provide individual instruction through observation, analysis and feedback

⁷⁵ South Carolina Physical Education Curriculum Standards Writing Team (2000). Physical Education Curriculum Standards. South Carolina State Board of Education. pp 4 – 6.

Direct Instruction & Indirect Instruction⁷⁶

Direct instruction and indirect instruction are poles on a continuum. All teaching strategies fall on the continuum of instruction or indirect instruction.



Direct instruction is characterised by the following features:

- Task-oriented with clear goals
- Tasks are structured and designed around skills that are broken down to parts so that students can experience success
- Highly active teaching
- Appropriate demonstration accompanied by clear instruction to illustrate learning tasks
- Highly active monitoring of student progress
- Immediate and specific feedback.

In direct instruction, teachers have full control over what the students learn and how they will learn. Direct instruction is most commonly applied when the content is hierarchical, involving basic skills and maximum practice time is paramount to ensure efficiency of learning.

Note:

Direct instruction in this Section is not to be confused with command teaching (a.k.a direct instruction in some text).

In indirect instruction, teachers share the control of the learning process with the learners. Thus, indirect instruction has the following features:

⁷⁶ Rink, J. (2013). Teaching Physical Education for Learning (7th Ed), McGraw Hill. pg 159-188.

- Content is not broken down into many skills or into smaller components. To make the content more meaningful to the learners, it is presented holistically with associated content or skills packed together.
- Students' learning processes encompass thinking, feeling and interaction skills.
- Individual abilities, interests and needs receive more consideration.

In the acquisition of motor skills, indirect instruction generally applies cognitive processing to motor learning with the possible transfer of the learning to other similar skills or tactics.

In a physical education lesson, an effective teacher can adopt both direct instruction and indirect instruction. The decision of the teacher determines where the control of the learning processes lie. Direct instruction may be preferred when the teacher is dominant in the learning processes. This can be an instance when the content involves basic skills. The teacher may switch to indirect instruction to provide the students more control over the learning processes when the content is on a tactic in game situation or when the learning objectives are in the affective domain. Thus, the instruction by a teacher can move along the continuum of direct instruction and indirect instruction.

Teaching Models

This section highlights teaching models familiar to Singapore physical education teachers. Each model is designed to promote certain student learning outcomes. The effectiveness of the model depends on the teachers deploying the model as it was designed for. Therefore, physical education teachers should have full knowledge of the model they are employing. The following describes these teaching models - movement education, games concept approach and sport education. The list is not exhaustive and schools can adopt appropriate teaching models or a mix of models depending on the desired learning outcomes.

Movement Education

In movement education, the key focus is on the development of generic and basic movement skills in the areas of fundamental movement skills, dance, gymnastics, etc. These movement skills are developed through experiences where students build or construct new understandings instead of being told. Students are dominant in the learning process. The outcome is usually expressive and creative movement. This learning experience promotes critical thinking, enjoyment and long-term retention. The characteristics include:

- Based on themes and concepts that guide instruction, these themes involve the body (e.g. force, balance) and its relationship with space, time, flow, manipulative and others.
- Task assigned has potentially more than one correct or desired response.
- Emphasis is placed on exploring various movement skills in areas like gymnastics, dance, fundamental movement skills and games. Focus is on creativity.
- Teacher engages students in the cognitive and psychomotor domains through questioning. The questions lead the students through the thinking process to seek a solution.
- Movement education demands teachers to possess effective questioning skills in response to the students' answers or performance.

From the characteristics of movement education, it is clear that cognitive strategies will appropriately deliver the learning outcomes.

Games Concept Approach (GCA)

GCA focuses on teaching the underlying tactics of games and the necessary performance skills. Games are classified under the following categories:

- Territorial-invasion;
- Net-barrier;
- Striking-fielding.

Games with the same classification share common tactics that students can apply in other games in that same classification.

GCA outlines a five-stage lesson structure⁷⁷.

Stage	Stage Focus
1. Situational Game 1	A small-sided game designed to highlight the technical, conceptual or tactical problem associated with the game.
2. Questioning	A question and answer session led by the teacher.
3. Developmental Focus	Student experiences activities designed by the teacher to explore resolutions to the problem in Stage 1. The teacher facilitates the learning process.
4. Situational Game 2	A small-sided game designed by the teacher so that students apply the resolutions to the problem identified.
5. Closure	Teacher facilitates the comparison of the first and second situational game; highlights the application of the resolution to other situations.

GCA can be appropriately deployed through cognitive strategies.

⁷⁷ Fry, J. M., Tan, W. K. C., McNeill, & M. Wright, S. (2010). Children's Perspectives on Conceptual Games Teaching: A Value-Adding Experience, *Physical Education & Sport Pedagogy*. 15:2, 139-158

Sport Education

Sport Education is about providing students with the authentic sport experiences in the physical education setting. It places emphasis on the learning of skills, rules, strategies and organisation of the sport; developing fitness specific to the sport; and the appreciation of sporting values and participation. Sport Education has three key goals for the learner:

- A competent sportsperson has sufficient skills to participate in games satisfactorily and can execute strategies as a knowledgeable games player.
- A literate sportsperson understands and values the rules, rituals and traditions of the sport.
- An enthusiastic sportsperson participates and behaves in ways that preserve, protect and enhance the sport culture.

Learner experience extends beyond that of a player on the team to include officiating the sport as an umpire and referee or a coach for the team. Students take up active roles in making decisions to organise small sided or full games and competitions.

Sport education model has the following unique characteristics:

- Features are similar to that of an organised sport. There are practice period, pre-season, regular season and a culminating event. Students are organised in teams that stay intact for the season. Students have control over the decisions over the organisation of the competition. The process is an educational experience for the students.
- Inclusive in nature where everyone participates in more than one capacity. Students take on the role of team player and officials.
- Students have an active role in the design of a developmentally appropriate version of the sport to play and the decision-making in the organisation of the competition.

SECTION 4:
ASSESSMENT

4. Assessment

The Importance of Assessment

Assessment provides information for making informed judgement about what students know and are able to do in order to help them progress towards and attain the physical education goals. It helps teachers to recognise students' strengths and difficulties in learning and achieving the different LOs for each learning area across the different levels.

Progress-monitoring assessment includes the daily evaluations that teachers make about individual student's learning and improvement as a continuing part of the teaching process. Systematic recording and reporting facilitates communication with relevant stakeholders regarding students' overall competency and fidelity of the school's physical education programme.

In essence, assessment plays important formative and summative roles in physical education.

It:

- enhances reflection on students' performance and promotes autonomy of learning by providing clarity to the LOs;
- supports quality planning and instruction by providing information on students' readiness, progress, learning difficulties and achievements;
- contributes to future planning decisions to improve the curriculum, teaching and learning;
- promotes accountability and fidelity of the school physical education programmes toward the attainment of the physical education goals and purpose.

Balanced Approach to Assessment

Teachers and schools determine what to assess to provide a balanced perspective on student progress and achievement in physical education. To provide insights on how teachers can utilise information collected to identify knowledge gaps, assist in further learning activities, or modify instructional practices, assessment should follow these principles:

- assessment techniques and practices employed should assess the different knowledge, skills and values as learnt across a balanced physical education programme;
- assessment should provide evidence from multiple sources, occurring at frequent intervals and over an extended period, to accurately reflect how well students are achieving the goals of physical education;
- assessment should be manageable and easily incorporated into class activities as part of teaching and learning. Such assessment may be done through the strategic observation of several students instead of doing detailed observations of all students during each lesson;
- assessment for reporting purposes should also be manageable and should not entail collecting evidence for all stated LOs at each level. This should be based on teachers' holistic assessment across the different LOs instead of considering each LO separately;
- assessment of fundamental motor skills should provide evidence of student's mastery of the skill (includes only developmentally appropriate components of the mature movement pattern).⁷⁸
- assessment in determining students' achievement should be in an authentic context where appropriate.
- assessment criteria should be presented and demonstrated early and clearly to students to facilitate judgement of their own learning progress and performance.

⁷⁸ Even though the different fundamental motor skills are introduced at Primary 1 (age 7) onwards, students generally will not be able to demonstrate the complete sequence in which components of the fundamental motor skills appear till later ages (8, 9 or 10) for complex skills. The attainment of the mature pattern for each skill depends on individual differences, complexity of the motor skill, the quality of instruction and frequency of practice.

- assessment should promote self-monitoring and peer-evaluation (where appropriate) to encourage responsibility for one's own learning, and to support the learning of others.
- assessment provides continual feedback for students.

SECTION 5:
REFERENCES

5. References

Singapore Syllabuses

Curriculum Planning Division. (1990). *Physical education syllabus (primary)*. Singapore: Ministry of Education.

Curriculum Planning Division. (1999). *Physical education syllabus (primary)*. Singapore: Ministry of Education.

Curriculum Planning and Development Division. (2006). *Physical education syllabus: Primary, secondary, pre-university*. Singapore: Ministry of Education.

Student Development Curriculum Division. (2012). *Character and citizenship education. A toolkit for Singapore schools*. Singapore: Ministry of Education.

Student Development Curriculum Division. (2012). *Character and citizenship education syllabus: Primary*. Singapore: Ministry of Education.

Student Development Curriculum Division. (2012). *Character and citizenship education syllabus: Secondary*. Singapore: Ministry of Education.

Foreign Physical Education Documents

Board of Studies, New South Wales. (2007). *Personal development, health and physical education K-6 syllabus*. New South Wales: Board of Studies.

California State Board of Education. (1994). *Physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento: California Department of Education.

California State Board of Education. (2005). *Physical education model content for California public schools: Kindergarten through grade twelve*. Sacramento: California Department of Education.

California State Board of Education. (2009). *Physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento: California Department of Education.

Department for Education and Employment and Qualifications and Curriculum Authority. (1999). *Physical education: The national curriculum for England, keystages 1 – 4*. UK: London.

- Ministry of Education. (2010). *The Ontario curriculum, Grades 1-8: Health and physical education*. Canada: Ontario.
- Ministry of Education, Province of British Columbia. (2006). *Physical education K to 12: Integrated resource package*. Canada: British Columbia.
- National Council for Curriculum and Assessment. (1999). *Physical education: Primary school curriculum*. Dublin: The Stationery Office.
- South Carolina Physical Education Curriculum Standards Writing Team. (2000). *Physical education curriculum standards*. South Carolina: South Carolina State Board of Education.
<http://www.sde.state.sc.us/archive/educator/standard/phised/chapter2.htm>

References

- Abels, K. W. & Bridges, J. M. (2010). *Teaching movement education: Foundations for active lifestyles*. Champaign, IL: Human Kinetics.
- Allison, P.C., & Barrett, K.R. (2000). *Constructing children's physical education experiences: Understanding the content for teaching*. Boston: Allyn & Bacon.
- American Sports Education Program. (2006). *Coaching youth soccer*. (4th ed.). Champaign, IL: Human Kinetics.
- Aplin, N. (2009). *Perspectives on physical education and sports science in Singapore. An eye on the Youth Olympics 2010*. Singapore: McGraw-Hill Education.
- Arnold, P. J. (1979). *Meaning in movement, sport and physical education*. London: Heinemann.
- Australian Gymnastics Federation Inc. (1994). *Gym skills: Youth sports resource manual for secondary schools and community groups*. Australia: Author.
- Baumgarten, S. & Langton, T. (2006). *Elementary physical education: Building a solid movement foundation*. Champaign, IL: Stipes.
- Butler, J. (1997). How would Socrates teach games? A constructivist approach. *Journal of Physical Education, Recreation & Dance*, 68(9), 42-47.
- Carroll, M. E., & Hannay, J. (2011). *Developing physical health, fitness and well-being through gymnastics (7-11)*. Routledge.

- Chia, M., Leong, L.K. & Quek, J. J. (2001). *Healthy, well and wise. Take pride for a life of wellness*. National Institute of Education, Nanyang Technology University, Singapore.
- Corbin, C. B. & Lindsey, R. (2007). *Fitness for life*. (Updated 5th ed.). Human Kinetics.
- Eskridge, V. L. (2013). Clarifying values. *Journal of Physical Education and Recreation*, 48(3), 17.
- Fry, J. M., Tan, C. W. K., McNeill, M., & Wright, S. (2010). Children's perspectives on conceptual games teaching: a value-adding experience. *Physical Education and Sport Pedagogy*, 15(2), 139-158.
- Gallahue, D. L., & Donnelly, F. C. (2003). Movement skill acquisition. *Developmental physical education for all children*. (4th ed.). Champaign, IL: Human Kinetics, 257-75.
- Graham, G., Holt-Hale, S., & Parker, M. (1993). *Children moving: A reflective approach to teaching physical education* (3rd ed.). Mountain View, CA: Mayfield Publishing Company.
- Gibbons, S. L., & Bressan, E. S. (1991). The affective domain in physical education: A conceptual clarification and curricular commitment. *Quest*, 43(1), 78-97.
- Greenaway, R. (1993). *Playback: a guide to reviewing activities*. Duke of Edinburgh's Award.
- Griggs, G. (2012). *An introduction to primary physical education*. Routledge.
- Hannon, J. C., & Ratliffe, T. (2004). Cooperative learning in physical education. *Strategies: a journal for physical and sport educators*, 17(5), 29-32.
- Hellison, D. (2011). *Teaching personal and social responsibility through physical activity*. (3rd ed.). Champaign, IL: Human Kinetics.
- Kelly, L., & Melograno, V. (2004). *Developing the physical education curriculum: An achievement-based approach*. Human kinetics.
- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and teacher education*, 23(5), 586-601.
- Malmberg, E. (2003). *KiDnastics: A child-centered approach to teaching gymnastics*. Champaign, IL: Human Kinetics.
- Mitchell, D., Davis, B., & Lopez, R. (2002). *Teaching fundamental gymnastics skills*.

- Champaign, IL: Human Kinetics.
- Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2006). *Teaching sport concepts and skills: A tactical games approach*. (2nd ed.). Champaign, IL: Human Kinetics.
- Metzler, M. W. (2011). *Instructional models for physical education*. (3rd ed.). Holcomb Hathaway Pubs.
- Pavkovic, S. (2012). *7 vs 7 -The way to improve your game "Incorporating the principles of play."* Football Association of Singapore.
- Physical Education and Sports Teacher Academy. (2013). *Physical Education Lesson Observation Tool*. Singapore: Ministry of Education.
- Rink, J. (2010). *Teaching physical education for learning*. (6th ed.). McGraw-Hill.
- Sanderse, W. (2013). The meaning of role modelling in moral and character education. *Journal of Moral Education*, 42(1), 28-42.
- Shields, D. L., Bredemeier, B. J., Gardner, D. E. & Bostrom, A. (1995): Leadership, cohesion and team norms regarding cheating and aggression. *Sociology of Sport Journal*, 12(3), 324 – 336.
- Tan, S., & Wong, L.H. (2001). The games concept approach: Reflections on an innovation. *Physical Education Newsletter*, Aug, v.12.

SECTION 6:
GLOSSARY OF TERMS

6. Glossary of Terms

The key terms in this syllabus are listed here in alphabetical order. It is by no means exhaustive and is intended to be a source of quick reference.

The terms are taken from:

California State Board of Education (2005). Physical education model content for California public schools: Kindergarten through grade twelve. California: California Department of Education.

Ministry of Education (2010). The Ontario curriculum, Grades 1-8: Health and physical education. Ontario.

Board of Studies, New South Wales (2007). Personal development, health and physical education K-6 syllabus. New South Wales: Board of Studies. Sydney, Australia.

Ministry of Education, Province of British Columbia (2006). Physical education K to 12: Integrated resource package. Canada: British Columbia.

Government of Ireland (1999). Physical Education: Primary school curriculum. Ireland: Dublin.

Terms in Alphabetical Order

Active Reviewing

Learning and developing from a personal experience.

It includes:

- reflecting on an experience
- analysing an experience
- making sense of an experience
- communicating an experience
- reframing an experience
- learning from experience

Affective

Attitudes, values, feelings and social skills.

Assessment

The process of gathering and analysing evidence about student learning for making decisions and enhancing learning.

Cognitive

The development of knowledge and thinking as related to the process.

Components of health-related physical fitness

Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition.

Connections with the environment

Personal relationships with the physical surroundings and accompanying social and cultural aspects.

Fundamental motor skills

Common motor activities with observable outcomes.

Health

Optimal well-being that contributes to the quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Health-enhancing physical activity

Health-enhancing physical activity is any form of physical activity that benefits health and functional capacity without undue harm or risk. Physical activity does not need to be strenuous to be effective. The choice of activities is ample and includes: brisk walking, doing housework, cycling, gardening, swimming, dancing.

(<http://www.panh.ch/hepaeurope/materials/Guidelines%20HEPA%20Europe.pdf>)

Health-related fitness

Refers to the components of physical fitness that contribute to optimal health. For the purposes of this document, the components are defined as cardiovascular fitness, flexibility, muscular endurance, and muscular strength. Body composition is a fifth component of health-related fitness.

Learning experience

A set of instructional conditions and events that give structure to student experience and is related to a particular set of teacher objectives.

Locomotor movements

The basic patterns used to travel. Examples include walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.

Manipulative movements

Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Moderate-to-vigorous physical activity

The degree to which an activity is moderate-to-vigorous is directly related to its ability to raise the heart rate, to improve cardiorespiratory fitness, and to maintain this increase for a sustained period of time. Moderate-to-vigorous physical activities

are aerobic in nature, enhancing the health of the heart and lungs, dependent on the frequency, intensity, time, and type of activity.

Movement competency

Sufficient ability, skill, and knowledge to meet the demands of a particular physical activity.

Movement concepts

The ideas used to modify or enrich the range and effectiveness of the skills employed. They involve learning how, where, and with what the body moves.

Movement patterns

A series of individual movement skills linked together logically.

Movement skills

These skills (stability, locomotion, and manipulation) are the foundation of all physical activity and are essential both to an individual's development of effective motor skills and to the application of these skills in a wide variety of physical activities.

Non-locomotor movements

Movement that is organised around the axis of the body, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

Outcome

A syllabus outcome expresses a specific intended result of the teaching of the syllabus. Outcomes are derived from the content of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning.

Outdoor skills

Abilities which enable the student to explore the environment safely, comfortably and responsibly.

Problem solving

A game/modified game or situation that allows students to practice a skill theme/games/outdoor concept while dealing with a 'problem' or challenge.

Qualities of movement

Attributes of a movement skill that contribute to its efficiency or aesthetic appeal. Examples of qualities of movement include speed, force, time or speed, and flow.

Recreational activities

Physical activities that an individual or group chooses to do to make their leisure time interesting, enjoyable, and personally satisfying. Recreational activities include hiking and walking for pleasure, gardening, participating in sports, and doing a wide variety of other indoor and outdoor physical activities. (Adapted from Alberta Health and Wellness, “Maximizing the Benefits of Recreation”).(www.healthyalberta.ca/HealthyPlaces/580.htm) [accessed March 1, 2010]

School-based assessment

School-based assessment is assessment that is designed, conducted and graded by schools.

Sense of adventure

A positive disposition towards engaging with novel, exciting or unusual experiences that may involve risks and uncertainties.

Skill-related fitness

Refers to the components of physical fitness that are related to quality of movement and enhanced performance with respect to sports and motor skills. The components are commonly defined as balance, coordination, agility, speed, power, and reaction time. Skill-related fitness is sometimes referred to as motor fitness or performance-related fitness.

SECTION 7:
ACKNOWLEDGEMENTS

7. Acknowledgements

The Student Development Curriculum Division (SDCD), Ministry of Education, wishes to acknowledge the following for their contributions in the development of the PE Syllabus 2014:

Physical Education Syllabus 2014 Writing Team

(A) Editor

1. Dr Steven Tan Adjunct Fellow, Physical Education & Sports Teachers Academy (PESTA),
Associate Professor, Physical Education & Sports Science, National Institute of Education (PESS/NIE)

(B) Writers

1. From Physical, Sports & Outdoor Education Branch

Mr Lim Kok Wee	Ms Alice Koh	Mr Felix Hector Gomez
Mr Marvin Chan	Mr Wong Liang Han	Mr Jimmy Tong
Mr Alan Lim	Ms Chua Mei Hui	Ms Lee Jing Yng
Mr Roy Lee	Ms Jeanne Tan	Ms Norjanah Bte Ramli
Ms Connie Yeo	Ms Tan Yuen Yuen	Mr V S Rangen
Ms Soh Mei Ling	Mr Teo Hock Hoe	Dr Susanna Ho
Mr Kevin Ang	Mr Tay Lay Hian	Ms Cindy Ng
Ms Lena Chng	Mr Edzra Iskandar	Mrs Era Sidhu
Mr Kaycee Chan	Mr Johnson Lock	Mr Kuang Yoke Wee
Mr Simon Diong	Mr Benjamin Quek	Mr Ravi Chandran
Mr Gary Ong	Ms Lim Tien Juan	Mr Darron Goh
Ms Serene Ng	Mr S. Elangovan	Mr Thomas Yong
Mr Loo Wee Boon	Mr Muhd Fadylla Rashiman	Ms Irene Yeow
2. From Arts Education Branch

Ms Twinkle Chua	Mdm Yam Boon Fong
-----------------	-------------------
3. From Physical Education & Sports Teacher Academy

Mr Teng Tse Seng	Mr Roskhaider Md Saat	Mr Hanif Abdul Rahman
Mr Benjamin Tan	Ms Joanna Phan	Ms Mabel Yong
4. From PESS/NIE

Dr Eugene Chew	Mr Tan Shern Meng	Mr Ang Wee Boon
Mr Soon Woo Sin	Dr Saravanan Pillai Arjunan	

From Schools

5. Mr Goh Yong Hang Mr Toh Liang Seng Mr Robin Goh
Mr Lok Chee How Mr Lee Hock Joo

Special thanks to Emeritus Professor Judith Rink, University of South Carolina for her invaluable contribution.

Members of the Physical Education Curriculum Committee 2014

From Physical and Sports Education Branch

- | | | |
|-----|------------------------|---|
| 1. | Mr Ong Kim Soon | Deputy Director |
| 2. | Mr Lim Kok Wee | Assistant Director (PE) |
| 3. | Mr Marvin Chan | Assistant Director (SE) |
| 4. | Mr Roy Lee | Assistant Director (OE) |
| 5. | Ms Alice Koh | Head, Sports Development and Management |
| 6. | Mr Wong Liang Han | Head, Sports Talent Development |
| 7. | Ms Connie Yeo | Senior Specialist (PE) |
| 8. | Dr Susanna Ho | Senior Specialist (OE) |
| 9. | Mr Kevin Ang | Physical and Sports Officer (PE) |
| 10. | Mr Benjamin Quek | Physical and Sports Officer (PE) |
| 11. | Mr Ravi Chandran | Physical and Sports Officer (PE) |
| 12. | Mr Md Fadylla Rashiman | Physical and Sports Officer (PE) |
| 13. | Ms Chew Ting Ching | Physical and Sports Officer (OE) |

From Physical Education & Sports Teacher Academy

- | | | |
|-----|--------------------|--------------------|
| 14. | Ms Melanie Martens | Academy Principal |
| 15. | Mr Goh Kee Yong | Programme Director |
| 16. | Dr Steven Tan | Adjunct Fellow |

From Physical Education & Sports Science, National Institute of Education

- | | | |
|-----|----------------------------|-------------|
| 17. | Dr Govindasamy Balasekaran | Deputy Head |
|-----|----------------------------|-------------|

From Schools

- | | | |
|-----|-----------------|--|
| 18. | Mr Shane Kwok | Vice Principal, Innova JC |
| 19. | Ms Agnes Kiong | HOD PE, Innova JC |
| 20. | Mrs Shirley Foo | HOD PE, Montfort Junior School |
| 21. | Mr Andrew Kang | HOD Pupil Development & Management, Geylang Methodist School (Secondary) |

Secretariat Team

- | | | |
|-----|---------------------|----------------------------------|
| 22. | Ms Cindy Ng Gek Lan | Senior Specialist (OE) |
| 23. | Ms Soh Mei Ling | Physical and Sports Officer (PE) |

Members of the Physical Education Curriculum Committee 2012/2013

From Physical and Sports Education Branch

- | | | |
|-----|--------------------|---|
| 1. | Mr Ong Kim Soon | Deputy Director |
| 2. | Mr Alan Lim | Assistant Director (OE) |
| 3. | Mr Marvin Chan | Assistant Director (SE) |
| 4. | Mr Lim Kok Wee | Assistant Director (PE) |
| 5. | Ms Alice Koh | Head, Sports Development and Management |
| 6. | Mr Wong Liang Han | Head, Sports Talent Development |
| 7. | Ms Connie Yeo | Senior Specialist (PE) |
| 8. | Dr Susanna | Senior Specialist (OE) |
| 9. | Ms Chew Ting Ching | Physical and Sports Officer (OE) |
| 10. | Ms Lena Chng | Physical and Sports Officer (PE) |
| 11. | Mr Kaycee Chan | Physical and Sports Officer (PE) |
| 12. | Mr Toh Chee Keong | Senior Head (PE) (Mar – Aug 2012) |
| 13. | Dr Lee Kok Sonk | Head, Talent Development (Mar – Jun 2012) |
| 14. | Mr Goh Tong Wee | Physical and Sports Officer (PE) (Mar – May 2012) |

From Physical Education & Sports Teacher Academy

- | | | |
|-----|------------------|--------------------|
| 15. | Mr Tan Teck Hock | Principal |
| 16. | Mr Goh Kee Yong | Programme Director |
| 17. | Dr Steven Tan | Adjunct Fellow |

From Physical Education & Sports Science, National Institute of Education

- | | | |
|-----|----------------------------|-------------|
| 18. | Dr Govindasamy Balasekaran | Deputy Head |
| 19. | Dr Clara Tan | Asst Head |

From Schools

- | | | |
|-----|-----------------|--|
| 20. | Mr Shane Kwok | Vice Principal, Innova JC |
| 21. | Ms Agnes Kiong | HOD PE, Innova JC |
| 22. | Mrs Shirley Foo | HOD PE, Montfort Junior School |
| 23. | Mr Andrew Kang | HOD Pupil Development & Management, Geylang Methodist School (Secondary) |
| 24. | Dr Anthony Leow | PE Teacher, Bukit Panjang Pri School |

- | | | |
|-----|------------------|---|
| 25. | Mr Benjamin Quek | HOD PE/CCA/Aesthetics, Coral Sec School |
| 26. | Mr Kevin | SH PE, Pioneer Junior College |

Secretariat Team

- | | | |
|-----|-----------------|--|
| 27. | Ms Cindy Ng | Senior Specialist (OE) |
| 28. | Ms Soh Mei Ling | Physical and Sports Officer (PE) |
| 29. | Mr Zason Chian | Senior Specialist (SE) (Mar 2012 - May 2013) |

**Members of the Pre-University Physical Education Syllabus
Development Team 2013/2014**

From Physical and Sports Education Branch

- | | | |
|----|-----------------|---|
| 1. | Mr Ong Kim Soon | Deputy Director |
| 2. | Mr Lim Kok Wee | Assistant Director (PE) |
| 3. | Ms Alice Koh | Head, Sports Development and Management |
| 4. | Dr Susanna Ho | Senior Specialist (OE) |

From Schools

- | | | |
|----|-------------------|-------------------------------|
| 1. | Mr Mark Ng | HOD/PE, Anglo Chinese JC |
| 2. | Mr Terng Yew Lian | HOD/PE, Hwa Chong Institution |
| 3. | Ms Leo Ying Ching | HOD/PE, Jurong JC |
| 4. | Mr Shane Kwok | Vice Principal, Innova JC |
| 5. | Ms Agnes Kiong | HOD/PE, Innova JC |
| 6. | Ms Audrey Cheang | Senior Teacher, Nanyang JC |

Secretariat Team

- | | | |
|----|--------------|----------------------------------|
| 1. | Mr Kevin Ang | Physical and Sports Officer (PE) |
| 2. | Ms Lena Chng | Physical and Sports Officer (PE) |

Overseas Consultants (2012 and 2013)

1. Emeritus Professor Judith Rink, University of South Carolina, USA
2. Professor Jacalyn Lund, Georgia State University, USA
3. Professor Paul Robinson, Retired Professor, Former Principal, College of Physical Education, Singapore
4. Assoc Professor Peter Martin, University of Ballarat, Victoria, Australia

Schools Which Provided Input to the Syllabus in 2012 and 2013

Primary		
Anglo-Chinese School (Pri)	Jurong West Pri Sch	Rosyth Sch
Boon Lay Garden Pri Sch	Juying Pri Sch	Radin Mas Pri Sch
Bukit Panjang Pri Sch	Keming Pri Sch	River Valley Pri Sch
Bukit Timah Pri Sch	Kheng Cheng Sch	Radin Mas Pri Sch
Bukit View Pri Sch	Lakeside Pri Sch	River Valley Pri Sch
CHIJ (Kellock)	Lianhua Pri Sch	Rulang Pri Sch
CHIJ Toa Payoh (Pri)	Loyang Pri Sch	Sengkang Green Pri Sch
Clementi Pri Sch	Marymount Convent Sch	Shuqun Pri Sch
Coral Pri Sch	Methodist Girls' School (Pri)	Si Ling Pri Sch
Corporation Pri Sch	Meridian Pri Sch	Singapore Chinese Girls' Pri Sch
Da Qiao Pri Sch	Montfort Junior Sch	Sch
Elias Park Pri Sch	Nan Hua Pri Sch	Springdale Pri Sch
Evergreen Pri Sch	Nanyang Pri Sch	Stamford Pri Sch
Fengshan Pri Sch	Palm View Pri Sch	St. Anthony's Pri Sch
First Toa Payoh (Pri)	Pei Chun Public	St. Margaret's Pri Sch
Frontier Pri Sch	Pioneer Pri Sch	West Grove Pri Sch
Fuhua Pri Sch	Poi Ching Sch	Westwood Pri Sch
Gan Eng Seng Pri Sch	Punggol View Pri Sch	Woodlands Pri Sch
Henry Park Pri Sch	Qifa Pri Sch	Xingnan Pri Sch
Hong Kah Pri Sch	Raffles Girls' Pri Sch	Yuhua Pri Sch
Jurong Pri Sch		Zhangde Pri Sch
Secondary and Pre-University		
Anglo-Chinese Sch (Barker Road)	Damai Sec Sch	National Junior College
Anglo-Chinese Junior College	Fuhua Sec Sch	New Town Sec Sch
Beatty Sec Sch	Greenview Sec Sch	NUS High Sch
Bedok View Sec Sch	Kuo Chuan Presby Sec Sch	Pasir Ris Crest Sec Sch
Boon Lay Sec Sch	Hai Sing Catholic Sch	Ping Yi Sec Sch
Bukit View Sec Sch	Hong Kah Sec Sch	Pioneer Sec Sch
Bukit Panjang Govt High Sch	Hua Yi Sec Sch	Singapore Chinese Girls' Sch
Canberra Sec Sch	Jurongville Sec Sch	Shuqun Sec Sch
Changkat Changi Sec Sch	Jurong West Sec Sch	Tanglin Sec Sch
CHIJ St. Nicholas Girls' Sch	Juying Sec Sch	Tanjong Katong Girls Sch
Clementi Town Sec Sch	Loyang Sec Sch	Unity Sec Sch
Commonwealth Sec Sch	Mayflower Sec Sch	Westwood Sec Sch
Coral Sec Sch	Millenia Institute	Woodlands Ring Sec Sch
Crest Sec Sch	Nan Hua High Sch	Yuan Ching Sec Sch
		Yuhua Sec Sch

External Organisations

- Health Promotion Board
- Land Transport Authority
- Traffic Police

Ministry of Education

Officers from:

- Physical Education and Sports Teacher Academy (PESTA)
- Nutrition and Food Science, Sciences Branch, Curriculum Planning and Development Division
- Character and Citizenship Education Branch, Student Development Curriculum Division

PE Syllabus Review Committee 2010/2011

Chairperson

Ms Daphne Poon
Assistant Director, Aesthetics, Health & Moral Education, CPDD

Members (External Organisations)

1. Dr Michael McNeill
Associate Professor, Physical Education & Sports Science, National Institute of Education
2. Mr C. Kunalan
Senior Manager (Sports Alumni)
Sports Marketing Group, Singapore Sports Council

Members (Ministry of Education)

3. Ms Teo Jin Ling
Programme Director, Physical Education & Sports Teacher Academy (PESTA)
4. Mr Bhim Bahadur Gurung
Vice-Principal, Endeavour Pri School
5. Ms Jeanne Tan
Senior Specialist, CCA Sports 9
6. Mr Max Chua
HOD PE, Woodlands Pri School
7. Ms Lena Chng
HOD PE, Kuo Chuan Presbyterian Sec School
8. Mr Abdul Nasir Bin Abdul Razzak
HOD PE, Northlight School
9. Ms Audrey Cheang
Senior Teacher (PE), Nanyang Junior College
10. Ms Soh Mei Ling
HOD PE, Northland Pri School

Secretariat Team

1. Ms Connie Yeo
Curriculum Planning Officer, PE Unit, CPDD
2. Mr Albert Chia
Curriculum Planning Officer, PE Unit, CPDD
3. Mr Goh Tong Wee
Curriculum Planning Officer, PE Unit, CPDD
4. Mr Hafizzudin Ng
Curriculum Planning Officer, PE Unit, CPDD
5. Mdm Gwendoline Wendy Koh
Curriculum Planning Officer, PE Unit, CPDD
6. Mr Wee Boon Nee
Curriculum Planning Officer, PE Unit, CPDD
7. Ms Agnes Leong
Curriculum Planning Officer, PE Unit, CPDD

Schools Which Participated in Focused Group Discussions 2010

Primary		
Admiralty Pri Sch	Kheng Cheng Sch	Seng Kang Pri Sch
Anchor Green Pri Sch	Lianhua Pri Sch	Tampines North Pri Sch
Bedok Green Pri Sch	Marsiling Pri Sch	Tanjong Katong Pri Sch
Cedar Pri Sch	Marymount Convent Sch	Teck Ghee Pri Sch
CHIJ (Kellock)	Meridian Pri Sch	Temasek Pri Sch
CHIJ Our Lady of the Nativity	Methodist Girls' School (Pri)	Unity Pri Sch
CHIJ Our Lady Queen of Peace	Hougang Pri Sch	St. Anthony's Canossian Pri Sch
CHIJ Pri (Toa Payoh)	Junyuan Pri Sch	St. Anthony's Pri Sch
Changkat Pri Sch	Hong Wen Sch	Shuqun Pri Sch
Clementi Pri Sch	Horizon Pri Sch	Stamford Pri Sch
Dazhong Pri Sch	Jurong West Pri Sch	St. Joseph's Institution Junior
Edgefield Pri Sch	Juying Pri Sch	White Sands Pri Sch
Elias Park Pri Sch	Nan Chiau Pri Sch	Xinghua Pri Sch
Eunos Pri Sch	Nan Hua Pri Sch	Xingnan Pri Sch
Fengshan Pri Sch	Ngee Ann Pri Sch	Yangzheng Pri Sch
Fernvale Pri Sch	North Vista Pri Sch	Yew Tee Pri Sch
Fuchun Pri Sch	Princess Elizabeth Pri Sch	Yio Chu Kang Pri Sch
Gongshang Pri Sch	Rivervale Pri Sch	Yuhua Pri Sch
Henry Park Pri Sch	River Valley Pri Sch	Yumin Pri Sch
Holy Innocents' Pri Sch	Rosyth Sch	Zhangde Pri Sch
Secondary		
Admiralty Sec Sch	Gan Eng Seng Sch	Regent Sec Sch
Anderson Sec Sch	Greendale Sec Sch	River Valley High Sch
Anglo-Chinese Sch (Barker)	Jurong Sec Sch	Riverside Sec Sch
Bedok South Sec Sch	Jurongville Sec Sch	Seng Kang Sec Sch
Bedok View Sec Sch	Juying Sec Sch	St. Andrew's Sec Sch
Boon Lay Sec Sch	Mayflower Sec Sch	St. Joseph's Institution
CHIJ St. Joseph's Convent	Methodist Girls' Sch (Sec)	Swiss Cottage Sec Sch
Chung Cheng High Sch (Main)	Nan Hua High Sch	Tampines Sec Sch
Coral Sec Sch	Outram Sec Sch	Tanjong Katong Girls' Sch
Crescent Girls' Sch	Peirce Sec Sch	Woodgrove Sec Sch
Dunman High Sch	Ping Yi Sec Sch	Yio Chu Kang Sec Sch
Dunman Sec Sch	Punggol Sec Sch	Yishun Town Sec Sch
Fuhua Sec Sch	Raffles Girls' School (Sec)	Yuan Ching Sec Sch
	Raffles Institution (Sec)	Yusof Ishak Sec Sch
Pre-University		
Anderson JC	Meridian JC	Serangoon JC
Anglo-Chinese JC	Millennia Institute	St. Andrew's JC
Anglo-Chinese School (Independent)	Nanyang JC	Tampines JC
Catholic JC	National JC	Temasek JC
Dunman High Sch	Pioneer JC	Victoria JC
Hwa Chong Institution	Raffles Institution (JC)	Yishun JC
Innova JC	River Valley High Sch	Jurong JC

Health Education (HE) Syllabus Review Committee 2011

Co-Chairpersons

1. Ms Agnes Teo Assistant Director 1, Aesthetics, Health and Moral Education, CPDD
2. Ms Ng Foong Meng Assistant Director 2, Aesthetics, Health and Moral Education, CPDD

Members (External Organisations)

3. Prof Michael Chia Yong Hwa Dean, Office of Faculty Affairs, National Institute of Education
4. Ms V Prema Deputy Director, Youth Health Programme Development 3, Youth Health Division, Health Promotion Board

Members (Ministry of Education)

5. Ms Ratna Jainal Health Education Coordinator, Queenstown Pri School
6. Ms Cheng Chin Ying Subject Head /Health Education, Zhenghua Pri School
7. Mdm Mary Ang Senior Teacher, Dazhong Pri School
8. Mr Mohamad Hairil Bin Johari Head of Department / PE, CCA and the Arts, Edgefield Pri School
9. Mr Tan Kong Hui Head of Department / PE, CCA and Pupil Devt, Telok Kurau Pri School
10. Ms Ong Soo Lin Guidance Specialist 4, Guidance Branch, Education Programmes Division

Secretariat Team

11. Ms Rowena Tan Curriculum Planning Officer 1, Health Education
12. Ms Siti Fatimah Mohson Curriculum Planning Officer 2, Health Education
13. Ms Ang Lay Kheng Curriculum Planning Officer 4, Health Education
14. Ms Soh Mei Ling Curriculum Planning Officer 3, Physical Education
15. Mr Wee Boon Nee Curriculum Planning Officer 4, Physical Education

SDCD would also like to thank all other teachers, Heads of Department, groups and institutions who have in one way or another, participated in the process of the development and refinement of the Physical Education Syllabus 2014.