PHYSICAL EDUCATION
SYLLABUS
Primary, Secondary & Pre-University

Implementation starting in:

2024 for Primary Level
2025 for Secondary and Pre-University Levels

Ministry of Education
SINGAPORE

CONTENTS

PREAMBLE

Physical Education and 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, healthy and physically competent individuals. Everyone values, participates, and pursues physical activities, including outdoor 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, safe participation and enjoyment of a wide variety of physical activities. 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 training for high performance with the national sports organisations.

The physical ability and interest of each person may 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 preferred. These individuals are able to continue their participation recreationally or competitively, thus motivating them towards lifelong participation.

The school's Physical Education curriculum 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 curriculum, the Physical 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, Outdoor Education, and Physical 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.
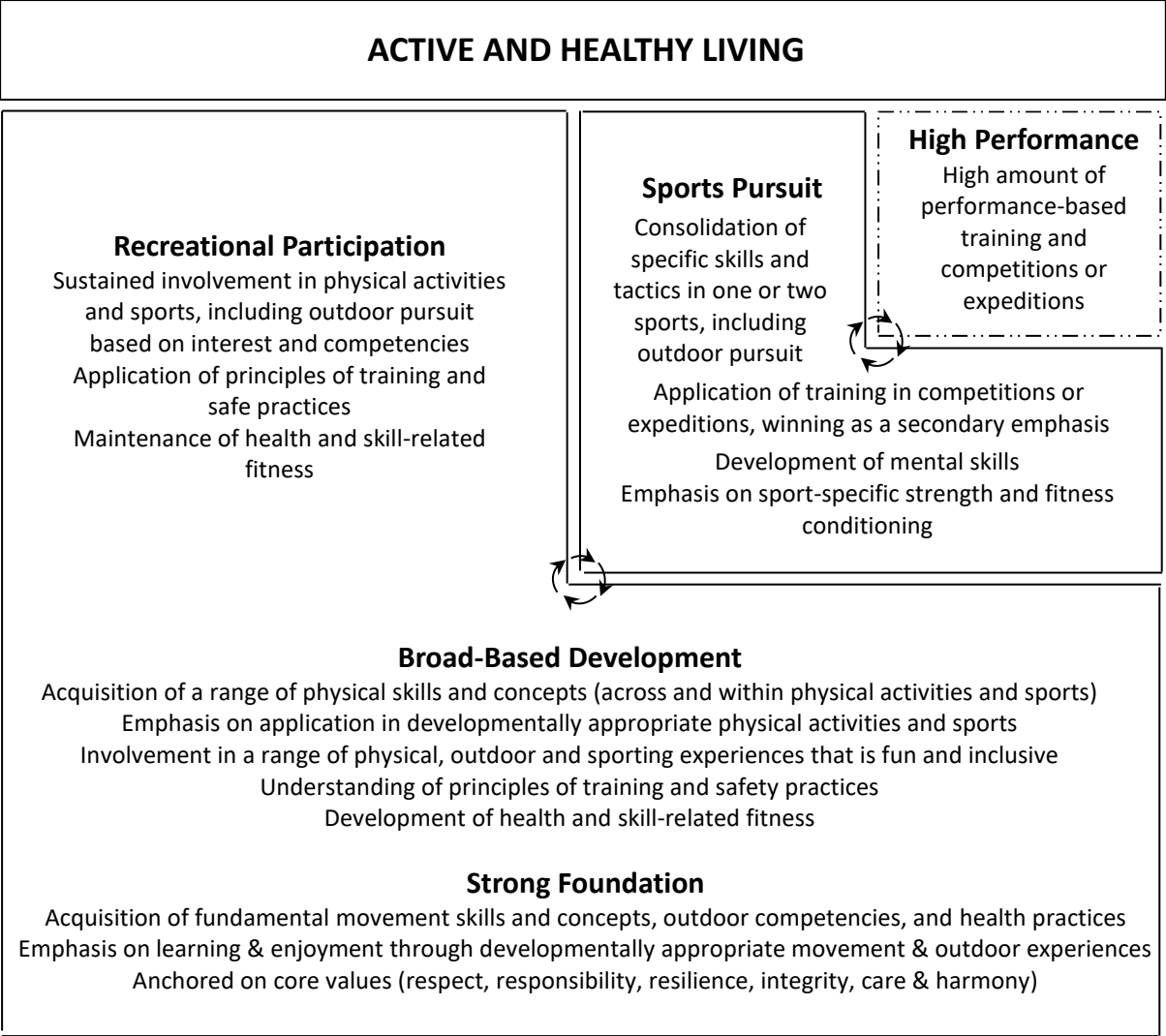
ACTIVE AND HEALTHY LIVING

High Performance
High amount of performance-based training and competitions or expeditions

Sports Pursuit
Consolidation of specific skills and tactics in one or two sports, including outdoor pursuit

Application of training in competitions or expeditions, winning as a secondary emphasis
Development of mental skills
Emphasis on sport-specific strength and fitness conditioning

Recreational Participation
Sustained involvement in physical activities and sports, including outdoor pursuit based on interest and competencies
Application of principles of training and safe practices
Maintenance of health and skill-related fitness

Broad-Based Development
Acquisition of a range of physical skills and concepts (across and within physical activities and sports)
Emphasis on application in developmentally appropriate physical activities and sports
Involvement in a range of physical, outdoor and sporting experiences that is fun and inclusive
Understanding of principles of training and safety practices
Development of health and skill-related fitness

Strong Foundation
Acquisition of fundamental movement skills and concepts, outdoor competencies, and health practices
Emphasis on learning & enjoyment through developmentally appropriate movement & outdoor experiences
Anchored on core values (respect, responsibility, resilience, integrity, care & harmony)

Figure 1. Physical Education and Sports Development Framework

1. INTRODUCTION

1.1 Curriculum Framework

OVERVIEW

Physical Education is an integral component of Singapore's school curriculum to develop students holistically. By emphasising the importance of movement, and an individual's interaction with the environment, Physical Education seeks to develop the whole child to bring about a nation of *physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly*.

The three learning areas of Physical Activity, Outdoor Education, and Physical Health and Safety are pivotal in providing the content for design and enactment of students' meaningful learning experiences in, about and through movement. These areas leverage the physical and social environment to provide real-life contexts that strengthen students' learning. A balanced and well-designed Physical Education curriculum, delivered through effective pedagogies and purposeful assessment can enable students to apply the skills, knowledge, practices and values to lead an active and healthy lifestyle. Additionally, it can help them acquire the 21st century competencies to thrive in the fast changing and complex world. Figure 2 shows a diagrammatic representation of the Physical Education Curriculum Framework.
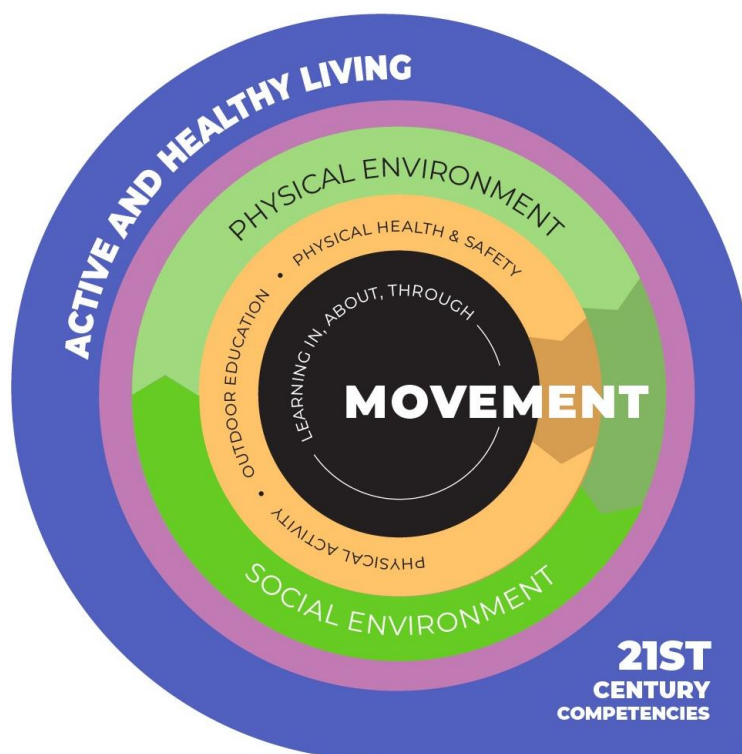

Figure 2. Physical Education Curriculum Framework

PHILOSOPHICAL UNDERPINNINGS

The Physical Education syllabus is underpinned by the belief that movement is fundamental and essential to life, work and play. All individuals have the capacity to capitalise on their movement potential to lead productive and fulfilling lives. Developing movement competence is an integral part of an individual's holistic education. It facilitates participation in physical activities through which the individual discovers the joy of movement, learns about themselves and their bodies, and develops the physical, cognitive and affective competencies that will contribute to their lifelong well-being.

The premise of a healthy lifestyle includes regular physical activity participation. It is essential for healthy growth and development in children and adolescents and is associated with lifelong health benefits and quality of life. Regular participation in a range of physical activities and intensity levels is necessary to achieve substantive health benefits.

An individual's development and lifestyle behaviours are shaped by their interactions with the environment. Therefore, meaningful and authentic learning experiences in school prepare the individual to contribute to the community and adapt to different life contexts. The Physical Education syllabus recognises the importance of providing students with real-life contexts that strengthen their learning and enable them to apply the skills, knowledge, practices and values to lead an active and healthy lifestyle.

BIG IDEAS

Physical Education uses movement and the environment to develop the whole child.

Movement. Movement is fundamental to Physical Education. It is used as a means to facilitate students' holistic development through the three interconnected dimensions[1].

- **Learning in Movement**. It involves developing movement competencies and appreciating the inherent values and joy of movement experiences. Successful participation in physical activities requires the acquisition and mastery of appropriate fundamental and specialised skills. Through thoughtful participation in the carefully selected physical activities, students acquire a range of movement skills and concepts to move with competence and confidence across a wide variety of settings. With regular and varied movement experiences, students become consciously aware of and appreciate the inherent values and joy of movement experiences. *This enables students to enjoy being active, discover and deepen their interests in physical activity, and thus, motivates them towards lifelong participation.*

- **Learning about Movement**. It involves pursuing knowledge and understanding about movement. With the use of physical activities to underpin learning, students develop an understanding of their body, how it moves and how to improve their movement. Students learn how to develop and improve their health and fitness safely. *This*

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[1] Adapted from Arnold, P.J. (1979)

enables students to apply their knowledge and understanding to improve their movement for regular and safe participation and performance across a range of physical activities.

- **Learning through Movement**. It involves leveraging movement experiences as a means to develop desirable personal and social attributes among students. Participation in different activities of varied physical and social settings enables students achieve other educational and health outcomes such as character, social-emotional competencies, fitness and mental well-being. These outcomes can be developed as students work individually or in teams while participating in physical activities. *This enables students to apply their learning to new and challenging real-life situations.*

Interaction with Environment. The environment plays a crucial role in shaping and reinforcing movement competence and lifestyle behaviours. Physical Education leverages the interactions of an individual with the physical and social environments to strengthen students' learning and desired behaviours.

- **Physical Environment***.* It includes the physical structures and the natural world around people. They could be the physical space and facilities within the school and community such as sports facilities for physical activities, as well as supermarkets and canteens for learning about healthier food options. In addition, the use of nature and outdoor spaces promotes physical activities and enables students to develop a sense of connectedness towards the place, contributing to positive outcomes such as well-being and environmentally sustainable practices. As students are exposed to different learning contexts, they learn new skills and develop competencies in interacting with the varied physical environments in school and beyond.

- **Social Environment**. It includes the immediate social setting which includes friends, teachers, family members and other people with whom individuals interact. Movement experiences can take place in individual or group contexts.

  - <u>Friends and schoolmates</u> provide a supportive environment for students to co-construct knowledge and build positive relationships through cooperating and collaborating in group tasks.
  - <u>Teachers</u> are important role models who ensure a physically and emotionally safe learning environment and use effective pedagogical and purposeful assessment strategies to facilitate students in finding the joy in movement, making connections and applying their learning.
  - <u>Parents and primary caregivers</u> are crucial to reinforce and connect students' learning at home and in the community by encouraging or modelling physically active and healthy choices with their children.
  - <u>Community partners</u> provide the expertise and resources to support students' transfer of learning and promote active and healthy living beyond the school.

Learning in Physical Education is most authentic and effective when it occurs within the context of an active and healthy school with parental involvement. This approach ensures

that students learn about active and healthy living in an environment that reinforces their learning. It provides consistent messaging to students to establish and strengthen their individual and collective healthy lifestyle behaviours. Therefore, in designing the school's Physical Education curriculum, the broader socio-ecological contexts of the school and parents are to be considered.

Through Physical Education, students engage in movement experiences in diverse physical and social environments that promote the development of physical, social and affective competencies. As the students interact with others in authentic settings, they construct knowledge and skills, making personal meaning of what they are learning. This fosters greater ownership, and self-directed learning and behaviour. Through these dynamic interactions, the individual also learns to think, feel and act in consideration of the physical environment and the others who make up the social environment.

PURPOSE AND GOALS

The purpose of Physical Education is to develop physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.

The five goals below serve as a guide for the above purpose. Each goal is equally important, and they interact with one another in a well-planned Physical Education curriculum that addresses the understanding, skills, practices and values desired for every student.

1. **Movement Competence. Students are competent and confident to participate in a range of physical and outdoor activities.**

   Students acquire the skills and knowledge in a variety of physical activities to develop their personal level of movement competence. They apply their skills and knowledge to participate individually and with others in physical activities for recreation, health, and personal challenge and achievement. They understand the movement concepts and are able to transfer these skills and knowledge across different physical activities and environment.

2. **Healthy Lifestyle Practices**. **Students have a personal commitment to healthy lifestyle practices in physical activity, nutrition, sleep, outdoor time and hygiene.**

   Students believe in the importance and benefits of an active and healthy lifestyle. They understand the individual and environmental factors that contribute to their lifestyle choices and are able to apply the health knowledge and skills in their daily living across different life contexts. They develop a sense of personal responsibility for their health and are able to make informed decisions to live it out, contributing to their holistic well-being.

3. **Safety Mindset**. **Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.**

   Students demonstrate safe practices and take responsibility of their own safety as well as the safety of others around them. They are cognisant of their own ability and the

environment, and are able to identify hazards, assess and manage risks, and respond to emergency situations. They possess a safety mindset with a keen spirit of adventure and have the ability to take responsible risks.

4. **Core Values**. **Students make informed and responsible decisions with regard to personal behaviour and social interactions based on sound values-based judgements.**

   Students' behaviours are reflective of the core values such as the following:
   - respect and care for self, others and the environment
   - integrity (sportsmanship) and harmony (teamwork) in the participation of physical activities
   - resilience through adopting a positive outlook when faced with challenges and giving their best effort
   - responsibility in the areas of personal health, fitness, hygiene and safety

5. **Enjoyment. Students enjoy and value physical activities and healthy living in a sustainable way.**

   Students appreciate the inherent values and joy of movement experiences. They exhibit a positive self-concept through participating in a wide range of physical activities. They are able to appreciate the outdoors, actively engage with places meaningfully and take actions to contribute to a sustainable community.

In pursuing a lifetime of active and healthy living, students demonstrate the following:
   - engage in physical activities of interest regularly and limit sedentary time
   - spend time outdoors and enjoy nature responsibly
   - have a balanced diet and often choose healthier options
   - rest and sleep sufficiently
   - practise personal hygiene

1.2 Syllabus Design

KEY ATTRIBUTES OF STUDENTS AT EACH EDUCATIONAL LEVEL

The goals are further clarified and presented as key attributes of students at the end of each education level. The key attributes are as follows:

Primary level
Competent Participants who demonstrate efficiency, effectiveness and versatility in movement competencies. They enjoy participating in a range of physical activities including the outdoors and engage in healthy practices.

- **Efficiency** relates to the learning and mastery of different mature fundamental motor patterns (a.k.a. skills) and the ability to perform the components of each movement pattern correctly, either in isolation or in combination with other skills.
- **Effectiveness** deals with the consistent and successful attainment of the performance intended outcomes, in relation to the different movement concept categories of space, effort and relationship.
- **Versatility** refers to the ability to demonstrate skilled performance across a wide variety of movement contexts, environment and applications.

Secondary level
Confident Participants who demonstrate positive self-efficacy and value the need for sustainability in an active and healthy lifestyle.

- **Self-efficacy** relates to one's belief in his/her abilities to successfully apply skills, knowledge and practices and bring about expected results in personally valued movement and health endeavours.
- **Sustainability** refers to the continued effort to learn and participate in recreational physical activities, as well as demonstrate and strengthen their health-enhancing practices over the course of one's life.

Pre-University level
Committed Participants who demonstrate a conscious decision and action to pursue *personal* excellence, and are role models to their family and friends in leading an active and healthy lifestyle.

- **Personal excellence** demonstrates the quality of one's dedication to improve personal ability and performance against a set of self-established standards in physical activities.
- **Role model** refers to the passionate individual who influences his/her family and friends by exemplifying the pursuit of active and healthy lifestyle.

Even though many of these attributes are psychomotor in nature, the vision is grounded in the core values and attitudes. As students learn, they must also develop the values and attitudes that will help provide them with clarity and a right sense of purpose as they seek to pursue a lifetime of active and healthy living.

LEARNING AREAS

Three learning areas (Physical Activity, Outdoor Education, and Physical Health and Safety) and their learning outcomes are designed to enable students to develop the key attributes and attain the goals of Physical Education. Each learning area and learning outcome are important and they collectively contribute to the goals of Physical Education.

Physical Activity

The content areas at the primary level are organised under Athletics, Dance, Games and Sports, Gymnastics and Swimming. Through these areas, students learn the fundamental movement skills incorporating the movement concepts. They develop efficiency, effectiveness and versatility in their performance as they practise and transfer their skills and concepts, individually and with others, across the different content areas. Building on these fundamental movement skills and concepts, students at the secondary level learn the specific skills and concepts of at least 5 physical activities, which enhance their movement competence and build the confidence to sustain their participation post-secondary. At pre-university level, students continue to expand and deepen their learning and enjoyment in the physical activities.

Outdoor Education

The content is organised by themes with a place-responsive pedagogical focus and consists of three strands, namely: (a) outdoor living, (b) sense of place, and (c) risk assessment and management. At primary level, students learn about and connect with places and its inhabitants through direct experiences. They combine different movement skills and optimise the use of their senses while exploring outdoor places responsibly and safely. They also develop trip planning skills and are exposed to new and less familiar environments. At secondary level, students deepen their understanding and mastery of their technical competencies in the areas of navigation, shelter building, outdoor cooking, and trip planning. They learn to make good judgement in pre-emptive planning and application of risk assessment and management during dynamic situations in the outdoors. With repeated exposures and practice across the education levels, students develop personal connections with the places around them and a desire to contribute to a sustainable community. Students apply their outdoor competencies (i.e., knowledge, skills, and attitudes) during the culminating tasks such as day trips and cohort camps where self-directed learning experiences develop their spirit of adventure, resilience, and deepen personal connections with the environment.

Physical Health and Safety

The content areas are organised under the following four strands, namely: (a) physical fitness, (b) nutrition, (c) safety and risk management, and (d) personal hygiene and self-care. Students develop an understanding of physical health concepts, active living, safe practices and personal hygiene. With the understanding, students apply the skills and knowledge to participate in physical activities regularly and safely, make healthier food choices and take

care of themselves, thus developing a sense of personal responsibility towards active and healthy living. Students make connections between what they have learnt in class and their environment to exhibit health-enhancing behaviours. The varied and increasingly complex contexts provided across the education levels enable students to expand and deepen their skills, knowledge and practices in leading an active and healthy lifestyle.

Some of the content such as safety and physical fitness are taught and reinforced in more than one learning area. This provides the opportunities for students to apply what they have learnt in different contexts. By highlighting the connections and integration across the learning areas, students gain a deeper understanding and mastery of the content within Physical Education.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

To consolidate and further make meaning of their learning, all students will experience a range of culminating events/activities across the educational levels. They are as follows:

Primary Level
- at least 2 recreational competitions or performances by the end of Primary 6
- a day trip in the school's neighbourhood by the end of Primary 4
- a 3-Day 2-Night outdoor adventure learning cohort camp by the end of Primary 5
- work on a health practice for personal improvement for each year from Primary 3 to 6

Secondary Level
- at least 3 recreational competitions by the end of Secondary 4/5
- a 4-Day 3-Night outdoor adventure learning cohort camp by the end of Secondary 1
- a 5-Day 4-Night outdoor adventure learning cohort camp by the end of Secondary 3
- develop and enact an exercise plan to achieve a personal goal for physical health in Secondary 2
- develop and enact an action plan to form or change a health practice towards healthier behaviour in Secondary 4

Pre-University Level
- at least 1 recreational competition by the end of Pre-University 2/3
- develop and enact an action plan for self or others to work towards a healthier lifestyle by the end of Pre-University 2/3

PEDAGOGICAL AND ASSESSMENT APPROACHES

The Singapore Curriculum Philosophy and Singapore Teaching Practice guide the beliefs and processes of learning, teaching and assessment in Physical Education. The teaching of Physical Education primarily adopts an applied learning instructional approach that creates conditions for students to apply and draw personal connections between skills and concepts taught in the lessons to authentic contexts to deepen their learning and motivation; and supports the development of social emotional competencies and values in students. Contextualised to the

discipline of Physical Education, the features listed below are key considerations to lesson design and enactment across the various learning areas.

- **Experience.** Provide rich opportunities for students to explore, apply and practise their skills and knowledge in varied activities in authentic contexts.
- **Collaboration.** Enable students to work together to co-construct, build on, and apply their skills and knowledge for collective improvement and making personal sense of learning.
- **Inquiry.** Facilitate critical thinking and reflection to develop in students the ability to evaluate skills and knowledge that influence decision-making and action.
- **Integration.** Teach and reinforce content across different topics and learning areas for transferability of skills and knowledge, thus facilitating students' understanding of the inter-connection of content and application in different contexts, while building strong fundamentals.
- **Differentiation.** Accommodate the students' diverse learning needs and pace of learning to better engage them in meaningful ways.

Assessment forms an integral part of teaching and learning in Physical Education to provide information for making informed judgement about what students know and are able to do in order to help them progress towards attaining the goals of Physical Education. Students play an important role in assessment where they reflect on and monitor their learning progress.

Aligned with the syllabus intent, Physical Education teachers anchor their teaching and learning beliefs on the big ideas and purpose of Physical Education to implement the syllabus thoughtfully. Through a well-balanced school-based curriculum that is aligned to the goals and learning outcomes as articulated in the Physical Education syllabus, students are guided to work towards achieving the purpose of Physical Education.

1.3 Desired Outcomes of Education and 21st Century Competencies

THE OUTCOMES

The Desired Outcomes of Education (DOE) are attributes that educators aspire for every Singaporean to possess after completing their formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to consider how well our education system is doing.

A child schooled in the Singapore education system embodies the Desired Outcomes of Education. They should possess a good sense of self-awareness, a sound moral compass, and the skills, knowledge and dispositions to take on the opportunities and challenges of the future. They should be:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively.

- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.

- **Active contributors** who are empathetic and open-minded, able to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.

- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

DEVELOPING 21ST CENTURY COMPETENCIES THROUGH PHYSICAL EDUCATION

The Framework for 21st Century Competencies and Student Outcomes ("21CC Framework") shows how Core Values, Social-Emotional Competencies, and Emerging 21st Century Competencies support the realisation of MOE's Desired Outcomes of Education (refer to Figure 3).

As values form the core of one's character, they are positioned at the centre of the framework. Social-Emotional Competencies are shown as an inner ring around the Core Values, and are necessary for students to enact their values purposefully and demonstrate good character in all contexts of life. Building on a sound character foundation, the outer ring of Emerging 21st Century Competencies enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.

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The development of Core Values, Social-Emotional Competencies, and Emerging 21st Century Competencies are complementary and mutually reinforce one another. Therefore, the holistic development of 21st Century Competences (21CC) involves intentional teaching and reinforcing of knowledge, skills, dispositions and values from the core and both rings collectively. They should be developed through the total curriculum, which includes all student learning experiences delivered within and outside the structured timetable. These values and competencies will help our students live out the Desired Outcomes of Education.
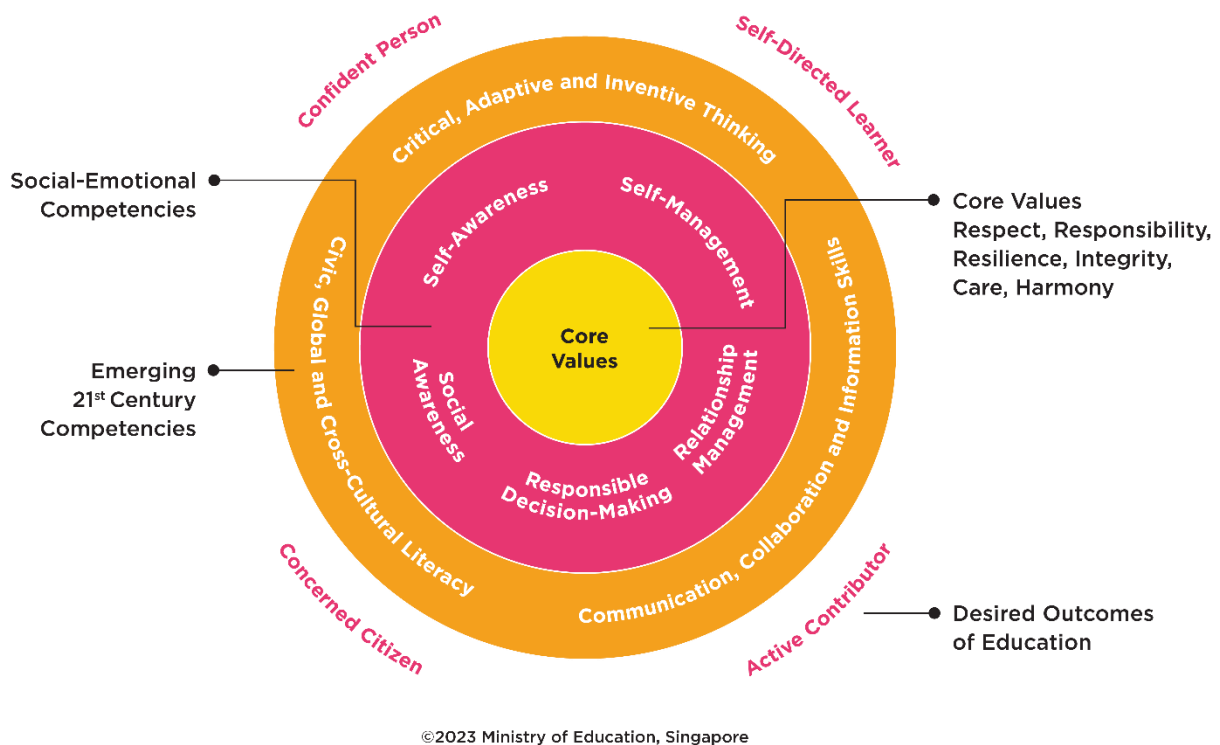
Figure 3. Framework for 21st Century Competencies and Student Outcomes

Physical Education plays an important role in the development of these student outcomes and competences. It anchors student learning on the six core values of Respect, Resilience, Responsibility, Integrity, Care and Harmony. The shaping of beliefs, attitudes and actions are then linked to the social-emotional competencies aligned to the Character and Citizenship Education (CCE) Curriculum Frame, as part of the Framework for 21st Century Competencies and Student Outcomes.

Therefore, in this Physical Education syllabus, learning outcomes are identified for each core value, presented in the form of related social-emotional competencies as CCE Developmental Milestones. The set of Developmental Milestones articulates possible indicators for character-building across the six stages of schooling – lower primary, middle primary, upper primary, lower secondary, upper secondary, and post-secondary. Students are provided learning opportunities to reinforce the identified social-emotional competencies related to all six core values during Physical Education. Schools may also include other outcomes that are deemed consistent with the school's mission and values.

Importantly, the interactive and problem-solving nature of many physical activities also allows for students to have numerous instances to develop the emerging 21st century competencies especially in the domains of Critical, Adaptive and Inventive Thinking, and Communication, Collaboration and Information Skills. For example, in physical activities such as dance and gymnastics, students tap on their creativity to interpret the stimuli or contexts and express themselves through movement. In addition, challenges such as the diverse tactical problems presented in sports and games, and outdoor adventure learning, provide the affordance for students to assess the situations, create solutions and adapt to the changing demands. To enjoy and complete team physical activities or group activities such as those in the outdoors, students are required to communicate information and ideas clearly, and collaborate effectively.

As part of the total curriculum, Physical Education learning experiences enable our young to develop their social emotional and emerging 21st century competencies whilst strengthening their core values. This empowers them to tap into the rich opportunities in the new digital age, while keeping a strong Singapore heartbeat.

2. PRIMARY LEVEL SYLLABUS CONTENT

2.1 Overview

KEY ATTRIBUTES OF STUDENTS AND LEARNING EXPERIENCES

For students to achieve the goals of Physical Education, the journey starts at the primary level. Physical Education at the primary level seeks to develop **Competent Participants** who demonstrate foundational movement competencies, outdoor competencies and health-enhancing practices. Students acquire the competencies and practices through various learning experiences in Physical Activity, Outdoor Education, and Physical Health and Safety.

Students focus on developing different fundamental motor skills such as locomotor, non-locomotor and manipulative skills, incorporating movement concepts across different settings. 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 as they practise and transfer these motor skills and movement concepts across the different content areas.

Through exploration and engaging with places in the outdoors, students develop their movement and outdoor competencies. They learn to optimise the use of their senses while navigating around places. They also learn to assess and manage risks for themselves and others when participating in outdoor activities in a controlled and familiar environment. At the upper primary level, students learn more about trip planning and are exposed to new and less familiar environments. Through these learning experiences over time, students develop deeper connections with places and demonstrate sustainable practices.

Besides the acquisition of movement and outdoor competencies, students are also provided with the opportunity to learn and develop healthy practices in areas such as personal hygiene, regular participation in physical activities and healthy eating. Students understand the importance of health-enhancing practices in areas such as physical activities, nutrition and sleep. They are equipped with the skills and knowledge to improve their health- and fitness-related components and capacity to choose healthier drinks and food. They participate in physical activities regularly, eat healthily and sleep sufficiently for growth and health.

Students' motivation to lead an active, healthy lifestyle strengthens with each positive interaction between learning and the social and physical environment. By the end of primary level, students develop into competent participants who enjoy physical activities due to a strong foundation in movement skills and concepts. They also have the foundational outdoor competencies, and health concepts and skills to engage in an active and healthy lifestyle. They look forward to the opportunity to learn a range of specific physical activities, deepen their outdoor competencies and strengthen their health-enhancing practices at the secondary level.

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CONTENT ORGANISATION

Learning Areas and Strands

The learning experiences leading to the goals of Physical Education at the primary level are organised according to the three learning areas and content areas/strands as shown in Table 1.

Learning Area	Content Area	Strand
Physical Activity	• Athletics • Dance • Games and Sports • Gymnastics • Swimming	• Movement Skills and Concepts • Safety Practices
Outdoor Education		• Outdoor Living • Sense of Place • Risk Assessment and Management
Physical Health and Safety		• Physical Fitness • Safety and Risk Management • Nutrition • Personal Hygiene and Self-Care

Table 1. Learning Area, Content Area and Strand at the Primary Level

Most content areas for Physical Activity (i.e., Dance, Games and Sports, and Gymnastics), Outdoor Education, and Physical Health and Safety are introduced at Primary 1. For the other content areas under Physical Activity, Athletics is introduced at Primary 4 and Swimming is to be completed by Primary 6.

A balanced participation in Athletics, Dance, Games and Sports, Gymnastics, Swimming and Outdoor Education, with Physical Health and Safety blended into the six 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.

Learning Outcomes

The developmentally appropriate Learning Outcomes (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 (each at 30 minutes). However, not all LOs are meant to be achieved within 1 to 2 lessons. These LOs can be achieved 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.

Application of Learning in Authentic Context

To consolidate and make meaning of their learning, students will experience the following culminating events:

- at least 2 recreational competitions or performances by the end of Primary 6
- a day trip in the school's neighbourhood by the end of Primary 4
- a 3-Day 2-Night outdoor adventure learning cohort camp by the end of Primary 5
- work on a health practice for personal improvement in each year from Primary 3 to 6.

2.2 Learning Areas

Physical Activity

The Motor Skills and Concepts Framework[2] underpins the Physical Activity learning area and its content areas of Athletics, Dance, Games and Sports, Gymnastics and Swimming at the primary level.

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-based Physical Education curriculum to promote students' competence in a variety of locomotor, non-locomotor and manipulative skills, but more importantly, to combine the skills and movement concepts with developmentally appropriate content to enhance understanding, mastery and application of movement skills. The three different categories of fundamental motor skills are in Table 2.

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

Table 2. Category of Fundamental Motor Skills

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 are moving)
- effort (how the body is moving)
- relationships (with whom or what the body is relating to as it moves)

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[2] The framework is adapted primarily from the following sources: Abels & Bridges (2010, p.11), Gallahue & Donnelly (1993, p. 388-389, 393); Graham et al. (1993, p.24); Logsdon et al. (1984, p.140).
[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 3 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 are moving)	Effort (how the body is moving)	Relationships (with whom or what the body is relating as it moves)

Body Parts
• Head, shoulders, elbows, wrists, hands, fingers, belly, chest, back, bottom, hips, knees, ankles, feet, toes.
 	
Body Shapes
• Narrow, wide, round, twisted, symmetrical, asymmetrical.
 	
Actions of body parts
• Weight bearing, apply force, receive force or weight, lead the action, weight transfer.
 	
Action of the whole body
• Locomotor, non-locomotor, manipulative.
 	
Body positions[5]
• Lie, sit, stand, prone, supine, kneel, inverted.
 	
Body surfaces[5]
• Front, back, side, top, bottom.
	Location/Space
	• Personal, general.
	
	Direction
	• Forward, backward, sideways (left, right), up, down, clockwise, counterclockwise.
	
	Level
	• High, medium, low.
	
	Pathway
	• Straight, curved, zigzag.
	
	Extension
	• Small, large.
	
	Planes
	• Sagittal, transverse, frontal.
		Time
		• Fast/sudden, slow/sustained, accelerating/decelerating.
		
		Force
		• Hard/strong/firm, Soft/weak/light.
		
		Flow
		• Bound/stoppable, Free/ongoing.
			People
			• Solo, alone in a mass, partners, even/uneven groups, individual to group, group to group.
			
			Position
			• 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.
			
			Timing
			• Simultaneous
			  - Mirror, match, contrast, unison.
			• Alternate
			  - Take turns.
			• Successive
			  - Movement sequence, canon, act/react, lead/follow.
			
			Goal
			• Cooperative, collaborative, competitive.
			
			Environment
			• Static, dynamic.

Table 3. Motor Skills and Concepts Framework

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

GUIDELINES IN THE TEACHING OF MOVEMENT SKILLS AND CONCEPTS

In the teaching of a movement skill and related concept, the following guidelines are recommended:

- state the learning objective clearly without limiting students' movement actions (where possible)
- define the movement skill and concept for the students (e.g., what is balance and how are different body parts used?)
- identify the teaching cues to help students perform the skill with quality (e.g., the number of body parts and the size of the base of support determine the level of stability)
- provide students with many opportunities to use the movement skill and concept, either in some specific ways (e.g., balance using one foot and one hand [see interactive teaching in Section 3]) or in a more exploratory context (e.g., balance using different number of body parts ranging from two to four body parts)

Students, generally, do not necessarily develop the proper way of moving (i.e., display the mature pattern[6]), 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.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

By the end of primary 6, students will experience at least 2 recreational competitions or performances organised by the school at the inter-class level. The recreational competitions and performances represent the cumulative events specific to the Physical Activity learning area. They provide a platform for students to apply the skills and values learnt in an authentic context. Its purpose is to enhance the learning experience by providing the opportunity for students to participate in a safe competitive environment beyond their classes. It also provides opportunity for students to develop their affective skills in a competitive social setting provided by the recreational competition and performance atmosphere.

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[6] The mature pattern indicates the sequence in which components of the fundamental motor skill occur.

Athletics

The athletics component involves students primarily in running, jumping and throwing activities that promote personal striving. 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 develop their potential. These opportunities encourage students to run faster and over different distances, jump higher and further, and throw different objects with improving distances.

PROGRESSION

The basic actions of Athletics, which are running, jumping and throwing are acquired at Primary 1 to 3 mainly through Dance, Games and Sports and Gymnastics. Athletics is taught from Primary 4 onwards where the basic actions of running, jumping and throwing acquired at Primary 1 to 3 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.

LEARNING OUTCOMES

PRIMARY 4 – ATHLETICS	
Movement Skills and Concepts	
Running	1. Run for 12 to 15 minutes[7] over a distance of up to 1600 metres. 2. Sprint from different starting positions (e.g., standing, crouch). 3. Run in a standard relay (i.e., 4 students per team) to pass a baton in a straight pathway. 4. Run a distance of at least 40 metres over evenly spaced obstacles of approximately 30 to 40 centimetres high (e.g., hurdles, boxes).
Jumping (Distance & Height)	1. Jump for distance using a single-foot take-off with a short approach run (e.g., taking 3 to 5 strides). 2. Jump for height using a single-foot take-off over an obstacle approximately 30 to 40 centimetres in height from one foot with a short approach run (e.g., taking 3 to 5 strides).
Throwing	1. Throw using the overhand throw, appropriate projectile-like objects from a standing position. 2. Push a weighted ball from a standing position.
• Recognise the different take-offs for height and distance and explain the differences and similarities in the movements.	
Safety Practices	
• Demonstrate safe behaviour when participating in physical activities individually and with others (e.g., following the rules and playing fair, cooperating with others).	

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[7] The time indicator is to focus on the concept of pacing for long distance running rather than for an evaluative purpose. To scaffold students' learning, teachers are encouraged to cover 'Run for 9 to 12 minutes over a distance of up to 1200 metres' in Primary 3.

PRIMARY 5 – ATHLETICS	
Movement Skills and Concepts	
Running	1. Run varying the pace over a distance of up to 1600 metres. 2. Sprint from a crouch start with sustained effort over a distance of at least 40 metres. 3. Run in a standard relay to pass a baton in a straight and on a curved pathway, each student running at least a distance of 20 metres. 4. Run a distance of at least 40 metres over evenly spaced obstacles of approximately 40 to 50 centimetres high (e.g., hurdles, boxes).
Jumping (Distance & Height)	1. Jump for distance with a single-foot take off using a short approach run (e.g., taking 5 to 7 strides). 2. Jump for height with a single-foot take off over an obstacle approximately 40 to 50 centimetres in height from one foot using a short approach run (e.g., taking 5 to 7 strides).
Throwing	1. Throw using a short approach run (e.g., 3 to 5 strides), appropriate projectile-like objects. 2. Push a weight-appropriate shot-like objects (e.g., rubberised shot) from a standing position. 3. Throw using the sidearm pattern a quoit.

- Demonstrate an understanding of how an object can be thrown to achieve greater distance.

Safety Practices
• Demonstrate safe use of equipment and apparatus to prevent placing self at risk.

PRIMARY 6 – ATHLETICS	
Movement Skills and Concepts	
Running	1. Sprint from a crouch start with sustained effort over a distance of at least 50 metres, with acceleration and finishing technique. 2. Run in a standard relay to pass a baton with an acceleration zone in a straight or on a curve pathway, each student running a distance of at least 40 metres. 3. Run/sprint a distance of at least 50 metres over evenly spaced obstacles of approximately 40 to 50 centimetres high (e.g., hurdles, boxes).
Jumping (Distance & Height)	1. Jump for distance with a single-foot take off using a short approach run (e.g., taking 7 to 10 strides). 2. Jump for height with a single-foot take off over an obstacle approximately 50 to 60 centimetres in height from one foot using a short approach run (e.g., taking 7 to 10 strides).
Throwing	1. Throw using a short, fast approach run (e.g., taking 5 to 7 strides), appropriate projectile-like objects. 2. Throw using the sidearm pattern a discus-like objects.

- Demonstrate an understanding of maximum force production when throwing for distance and height.

Safety Practices

- Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk.

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 and 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.

PROGRESSION

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)

In determining the lesson objectives from the LOs, teachers should design movement activities to facilitate student learning in generally no more than two to three skills and concepts simultaneously for initial learning. For example, young children can generally learn to move in different ways in location/space, changing direction and at different time.

Teachers can reinforce previously learnt concepts during the introduction of other new concepts. For example, young children can demonstrate a variety of locomotor movements reflecting a mastery of the concepts of direction and time, while learning to incorporate the new concept of pathway in their previous movements.

LEARNING OUTCOMES

PRIMARY 1 – DANCE	
Movement Skills and Concepts	
Exploring	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 stimuli[8]. 2. Explore shapes with various body parts at different level and facing different direction in response to a range of stimuli.
Creating & Performing	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 ideas[9]. 3. Perform a pre-designed[10] movement experience *"Chan Mali Chan"*, and repeat with modifications to timing (i.e., take turns).
• 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.	
Safety Practices	
• Demonstrate safe behaviour in a physical activity setting with self.	

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[8] 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)
[9] express an idea – convey a theme or message (e.g., using movements to portray happiness and sadness).
[10] pre-designed movement experience comprises simple movement phrases.

PRIMARY 2 - DANCE	
Movement Skills and Concepts	
Exploring	1. Explore a variety of locomotor and non-locomotor movements in variations of pathway, force and flow in response to a range of stimuli.
	2. Explore shapes in variations of level and extension in response to a range of stimuli.
Creating & Performing	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 ideas.
	3. Perform a pre-designed movement experience "*Ode to Joy*", and repeat with modifications to timing (i.e., mirror, match, lead/follow).
• 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.	
Safety Practices	
• Identify ways of protecting themselves and others during physical activities.	

PRIMARY 3 - DANCE	
Movement Skills and Concepts	
Exploring	1. Explore a variety of locomotor and non-locomotor movements in variations of position (i.e., above/below, in front of/behind, beside, between) and formation[11], with and without contacting group members, in response to a range of stimuli.
Creating & Performing	1. Work in small groups of 3 to 5, to perform a sequence of movement phrases in various positions, with and without contacting group members.
	2. Perform a pre-designed movement experience *"In Appreciation"*, and repeat with modifications to group formation.
• Demonstrate an understanding of locomotor and non-locomotor movements in relation to position and formation.	
Safety Practices	
• Demonstrate safe behaviour when participating in physical activities individually. (e.g., making sure that shoelaces are tied, warm-up to prevent injury)	

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[11] Where people are located in relation to others (e.g., line, square, circle, triangle).

PRIMARY 4 - DANCE	
Movement Skills and Concepts	
Exploring	1. Explore different body parts to lead movements in variations of direction, level, pathway, time and force in response to a range of stimuli.
Creating & Performing	1. Work in small groups of 3 to 5, to perform a sequence of movement phrases with different body parts leading the movement. 2. Perform a pre-designed movement experience *"Maple Leaf Rag"*, and repeat with modifications to the movement phrases.
• Demonstrate an understanding of leading the movement using different body parts.	
Safety Practices	
• Demonstrate safe behaviour when participating in physical activities individually and with others (e.g., following the rules and playing fair, cooperating with others)	

PRIMARY 5 - DANCE	
Movement Skills and Concepts	
Creating & Performing	Perform the following pre-designed movement experiences and repeat with modifications (e.g., music, movement phases, formation). • 'CEIMO CEIMO' (*single-circle folk dance*) • 'Apat Apat' (*double-circle folk dance*) • 'Slappin' Leather' *(social dance)*
• Demonstrate an understanding of performing folk (single and double formation) and social dances in a large group setting.	
Safety Practices	
• Demonstrate safe use of equipment and apparatus to prevent placing self at risk.	

PRIMARY 6 - DANCE	
Movement Skills and Concepts	
Creating & Performing	Perform the following pre-designed movement experiences and repeat with modifications (e.g., music, movement phases, formation). • 'Sicilian Tarantella' *(line-facing folk dance)* • 'Let's Bounce' *(social dance)*
• Demonstrate an understanding of performing folk (line-facing formation) and social dances in a large group setting.	
Safety Practices	
• Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk.	

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.

PROGRESSION

In Games and Sports, the basic fundamentals of manipulative skills are mainly taught from 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 categories of net-barrier, striking-fielding and territorial-invasion with the various games-related concepts (refer to Table 4). Situational games [12] 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.

GAMES-RELATED CONCEPTS AND SKILLS

Games-related concepts [13] 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 4 describes the main intention of the game and the games-related concepts across the three games categories.

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[12] 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.
[13] Adapted from Butler (1997), Mitchell et al. (2006, 2013, 2021), Ward & Griggs (2011).

	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**
	• Winning the point • Setting up an attack	• Defending against an attack • Defending space	• Sending into space • Advancing bases to score	• Defending space • Defending bases	• Keeping possession of the ball • Using space to invade • Creating space to invade • Attacking the goal	• Regaining possession of the ball • Delaying the invasion • Denying space to invade • Denying scoring opportunity

Table 4. Games-related Concepts and Skills

The design of the games and sport at the primary level, focuses on developing strong foundational movement for individuals at the lower primary levels. This is then further honed through the provision of increasing game complexity at the upper primary levels. With a firm grounding in individual skills and increasing experience of games concepts through socialisation in team games.

To provide students with a conclusion to the learning experience in games and sports, end-state games will be played at the end of each game category to provide students with a non-threatening, performance-oriented learning experience at the class level. End-state games are small-sided, intra-class games that are modified to provide the appropriate challenge-level based on students' readiness. The end-state games in each game category should be creatively designed by teachers to bear critical concepts of each game category. Table 5 highlights the number of players for each game category and the design considerations.

Game Category		
Net-Barrier	**Territorial-Invasion**	**Striking-Fielding**
• 1v1 (with implement) • Up to 4v4 (without implement)	• Up to 4v4 (with implement) • Up to 4v4 (without implement)	• 3 bases with 5 fielders
Design consideration		
• Height of the net • Type/size/length of implement/equipment • Rules of the game • Play area	• Number of goals • Size/height of the target/goal • Type/size/length of implement/equipment • Type of scoring • Body part • Rules of the game • Play area	• Type/size/length of implement/equipment • Rules of the game • Play area

Table 5. Design Considerations for the End-state Games by Game Category

OFFICIAL (OPEN)

LEARNING OUTCOMES

PRIMARY 1 – GAMES AND SPORTS		
Movement Skills and Concepts		
Sending[14] and Receiving[15]	Rolling Underhand and Catching	1. Roll using the underhand movement pattern, small to medium-sized objects towards a large target.
		2. Catch using the hands, a ball rolled from at least 5 metres away.
	Tossing/ Throwing and Catching	1. Throw using the underhand movement pattern, a variety of small objects towards a large target at least 3 metres away, at a low and medium level.
		2. Throw using the 2-handed underhand movement pattern, a medium-sized balls towards a large target at least 3 metres away, at different levels.
		3. Throw using the 2-handed overhead movement pattern, a medium-sized ball towards a large target at least 5 metres away, at different levels.
		4. Throw using the overhand[15] movement pattern, a variety of small objects towards a large target at least 5 metres away, at different levels.
		5. Self-toss using the 1- and 2-handed underhand movement pattern, various-sized balls and catch with 1 and 2 hands, at medium and high level.
		6. Catch using 1 and 2 hands a self-bounced ball at different levels.
		7. Catch using two hands a gently thrown ball from 3 metres away, at waist level.
Sending	Striking/ Volleying (with body part)	1. Strike continuously with 1 hand using the underhand movement pattern a large light weight ball upwards, allowing for one bounce before the next strike.
• 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.		
Safety Practices		
• Demonstrate safe behaviour in a physical activity setting with self.		

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[14] Sending refers to directing an object away with force (e.g., rolling, throwing, striking/volleying, kicking).
[15] Receiving refers to obtaining possession of an object coming at any level, direction and speed (e.g., catching, trapping).

PRIMARY 2 – GAMES AND SPORTS			
Movement Skills and Concepts			
Sending and Receiving	Rolling Underhand and Catching	1. Roll using the underhand movement pattern, a small ball for distance.	
	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 metres away who will catch with one and two hands, below and above 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 objects towards a stationary partner, between 6 to 10 metres away, who will catch with one and two hands. 5. Throw using the sidearm movement pattern, a variety of small objects towards a large target, at least 5 metres away.	
Sending	Kicking	1. Kick using the instep of the foot a 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 lightweight ball in a strike-bounce-strike pattern above a line target against wall.	
	Striking (with implement)	1. Strike using the underhand movement pattern, a dropped object (e.g., ball, 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 [16]	Dribbling/ Tapping (with hand, leg and implement)	1. Dribble using the hands while moving through space for a sustained period with control. 2. Dribble using the feet and long-handled implement an object along the ground.	
• 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.			

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[16] 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).

Safety Practices
• Identify ways of protecting oneself and others during physical activities.

PRIMARY 3 – GAMES AND SPORTS

Movement Skills and Concepts

Sending and Receiving	Throwing and Catching	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).
		4. Throw (Pass) and catch, a variety of objects with a partner while both partners are moving, at least a distance of 4 to 10 metres away.
		5. Throw (Pass) to a moving partner, while either one is defended.
	Kicking and trapping (with body part)	1. Trap using the foot 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.
	Striking and Trapping (long-handled implement)	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 stationary or moving target (e.g., goal, partner).
Sending	Striking/ Volleying (with body part)	1. Strike (Serve or Pass) using the underhand movement pattern (forearm pass) with 1 and 2 hands, a ball with a partner continuously.
		2. Strike (Volley) using the 2-handed overhead movement pattern a ball in the intended direction and level.
	Striking (a racket)	1. Strike using the underhand, forehand and overhand movement patterns, a racket and shuttle with a partner continuously over a high net.
		2. Strike using the underhand, forehand and backhand stroke, a racket and ball with a partner continuously over a low net.
Propelling	Dribbling	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 through space for a sustained period while avoiding others and preventing others from stealing the ball.

• 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.

PRIMARY 3 – GAMES AND SPORTS
• 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.
Safety Practices
• Demonstrate safe behaviour when participating in physical activities individually (e.g., making sure that shoelaces are tied, warm-up to prevent injury).

PRIMARY 4 – GAMES AND SPORTS	
Movement Skills and Concepts	
Sending and Travelling	• 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 to send it to an intended location (e.g., direction, placement) and move to the next desired position
Receiving and Sending	• 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	• 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	• 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.
• 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.	
Safety Practices	
• Demonstrate safe behaviour when participating in physical activities individually and with others (e.g., following the rules and playing fair, cooperating with others).	

Winning the Point/ Defending against an Attack

Movement Skills and Concepts				
Offence Winning the Point		Situational Game[17]	Defence Defending against an Attack	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Strike/Serve/ Volley the object in the intended direction and move to the desired position	• 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)**	• 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	• Move into position to strike/volley an object
• Strike/Serve/ Volley the object in the intended direction and move to the desired position	• Send the object into space that is located close to the side boundaries[18] and away from the opponent to prevent the opponent from returning the object	**1v1** **Shot placement to opponent's side (width)**	• 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	• Move into position to strike/volley an object
• Strike/Serve/ Volley the object in the intended direction and move to the desired position	On-the-ball attacker • 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 Off-the-ball attacker • Maintain central base position to maximise court coverage	**2v2** **Shot placement to opponent's side**	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receiver • Cover by moving to a new central base position for the larger playing area	• Move into position to strike/volley an object • Travelling

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[17] 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.
[18] Boundary as dictated by the service court or area.

Movement Skills and Concepts				
Offence Winning the Point		Situational Game[17]	Defence Defending against an Attack	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
			• Recover to the original central base position once the on-the-ball receiver has started to move back to his original central base position	

Setting up an Attack/ Defending Space

Movement Skills and Concepts				
Offence Setting up an Attack		Situational Game[19]	Defence Defending Space	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Strike/Volley the object in the intended direction and move to the desired position	• 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	**1v1** **Shot placement to opponent's side (depth)**	• Move from central base position to return the object • Recover to the central base position after returning the object to maximise court coverage	• Move into position to strike/volley an object
• Strike/Volley the object in the intended direction and move to the desired position	• Send the object into open space that is located either side of the playing area to force the opponent away from his central base position	**1v1** **Shot placement to opponent's side (width)**	• Move from central base position to return the object • Recover to the central base position after returning the object to maximise court coverage	• Move into position to strike/volley an object
• Strike/Volley the object in the intended direction and move to the desired position	<u>On-the-ball attacker</u> • 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 <u>Off-the-ball attacker</u> • Maintain central base position to maximise court coverage	**2v2** **Shot placement to opponent's side** <u>Condition</u> • Each team allowed only 1 touch before the object is sent over	<u>On-the-ball receiver</u> • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage <u>Off-the-ball receiver</u> • 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	• Move into position to strike/volley an object • Travelling

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[19] 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.

Movement Skills and Concepts				
Offence Setting up an Attack		Situational Game[19]	Defence Defending Space	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Move to position to strike/volley the object in the intended direction and move back to desired position	On-the-ball receiver • 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 Off-the-ball receiver • 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'	**2v2** **Shot placement to own side (Object received middle, back half of court)** Condition • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receiver • 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	• Move into position to strike/volley an object • Travelling
• Move to position to strike/volley the object in the intended direction and move back to desired position	On-the-ball receiver • 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 Off-the-ball receiver • 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'	**2v2** **Shot placement to own side (Object received at sides, back half of court)** Condition • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receiver • 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	• Move into position to strike/volley an object • Travelling

Movement Skills and Concepts				
Offence Setting up an Attack		Situational Game[19]	Defence Defending Space	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Move to position to strike/volley the object in the intended direction and move back to desired position	On-the-ball receiver • 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 Off-the-ball receiver • The off-the-ball receiver will move to the front court to 'win the point'	**2v2** **Shot placement to own side (Object received front half of court)** Condition • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receiver • 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	• Move into position to strike/volley an object • Travelling
• Move to position to strike/volley the object in the intended direction and move back to desired position	On-the-ball receiver • 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 Off-the-ball receiver (front) • 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'	**3v3** **Shot placement to own side (Object received middle, back half of court)** Condition • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receivers • 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	• Move into position to strike/volley an object • Travelling

Movement Skills and Concepts				
Offence **Setting up an Attack**		**Situational Game**[19]	**Defence** **Defending Space**	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
	<u>Off-the-ball receiver (back)</u> • 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'			
• Move to position to strike/volley the object in the intended direction and move back to desired position	<u>On-the-ball receiver</u> • 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 <u>Off-the-ball receiver (front)</u> • The off-the-ball receiver positioned in front to either 'win the point' or carry on to 'set up the attack' <u>Off-the-ball receiver (back)</u> • 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'	**3v3** **Shot placement to own side (Object received at sides, back half of court)** <u>Condition</u> • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	<u>On-the-ball receiver</u> • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage <u>Off-the-ball receivers</u> • 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	• Move into position to strike/volley an object • Travelling

Movement Skills and Concepts				
Offence Setting up an Attack		Situational Game[19]	Defence Defending Space	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Move to position to strike/volley the object in the intended direction and move back to desired position	On-the-ball receiver • 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 Off-the-ball receivers • The off-the-ball receiver will move to the front court to 'win the point'	**3v3** **Shot placement to own side (Object received front half of court)** Condition • Each team allowed X number of touches before object is sent over the net • No consecutive touches allowed	On-the-ball receiver • Move from central base position to return the object • Recover to the original central base position after returning the object to maximise court coverage Off-the-ball receivers • 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	• Move into position to strike/volley an object • Travelling

PRIMARY 5 AND 6: LEARNING OUTCOMES - STRIKING-FIELDING CATEGORY

Sending into Space/ Defending Space

Movement Skills and Concepts				
Offence Sending into Space		Situational Game[20]	Defence Defending Space	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)

• Strike/Kick/ Throw a ball so that it travels in the intended direction and move to the desired position	Hitter
	• Send the ball[21] into open space, away from the bases that the runners are approaching
		2 and 3 bases	Before ball is sent
			• Maximise coverage of the space as a team
			
			After ball is sent
			• 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:
			  o relay the pass when the ball is too far out in the outfield
			  o retrieve the ball in the event of a fielding error
				• Move into position
				
				• Receive and send a ball to a teammate

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[20] 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.

[21] Also include other objects like disc, beanbags etc.

Advancing Bases to Score/ Defending Bases

Movement Skills and Concepts				
Offence **Advancing Bases to Score**		**Situational Game**	**Defence** **Defending Bases**	
Skill execution (how to do it)	**Learning Outcome (what to do)**	**Situational Game**	**Learning Outcome (what to do)**	**Skill execution (how to do it)**

• Travelling	<u>Hitter</u>
	• Move when the ball is away from the base that the runner is approaching
		2 bases (home & first)
		
		<u>Condition</u>
		• Hitter with another runner
		• Hitter can choose to run or not after hitting
			<u>After ball is sent</u>
			• 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:
			  o relay the pass when the ball is too far out in the outfield
			  o 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
				• Receive and send a ball to a teammate

• Travelling	<u>Hitter</u> • Move to 1st base and subsequent bases if ball is away from the base that the runner is approaching	**3 bases (home, first & second)** <u>Condition</u> • Hitter only		
• Travelling • Travelling	<u>Hitter</u> • Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching <u>1st Base Runner</u> • Move to 2nd base (forced run) and subsequent bases if ball is away from the base that he is approaching	**3 bases (home, first & second)** <u>Condition</u> • Hitter with another runner on 1st base	<u>After ball is sent</u> • 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	• Receive and send a ball to a teammate

Movement Skills and Concepts				
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)

• Travelling
 	
• Travelling
	Hitter
	• Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching
	
	2nd Base Runner
	• Move when the ball is away from the base.
		3 bases (home, first & second)
		
		Condition
		• Hitter with another runner on 2nd base
			• Remaining fielders to support the fielding by being available to:
			  o relay the pass when the ball is too far out in the outfield
			  o 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	

• Travelling
 	
• Travelling
	Hitter
	• Move to 1st base and subsequent bases if ball is away from the base that the lead runner is approaching
	
	1st Base Runner
	• Move to 2nd base (forced run) and subsequent bases if ball is away from the base that he is approaching
	
	2nd Base Runner
	• Move to home base when the ball is away from home base
		3 bases (home, first & second)
		
		Condition
		• Hitter with two runners (all bases loaded)
			After ball is sent
			• 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:
			  o relay the pass when the ball is too far out in the outfield
			  o retrieve the ball in the event of a fielding error
			• If any runner is advancing, fielder
				• Receive and send a ball to a teammate

Movement Skills and Concepts				
Offence Advancing Bases to Score		Situational Game	Defence Defending Bases	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
			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	

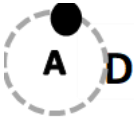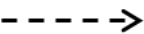# PRIMARY 5 AND 6: LEARNING OUTCOMES - TERRITORIAL-INVASION CATEGORY

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	
Situational Game+	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
1 v 0	#	*	#	a	#	*	a	a
2 v 0	*	*	A	a	*	*	a	a
1 v 1	#	a	#	*	#	a	a	a
2 v1	a	a	*	a	a	a	a	a
2 v 2	a	a	*	*	a	a	a	a

+ 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.

\# Request for support

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

aLearning outcomes written for the games-related concept.

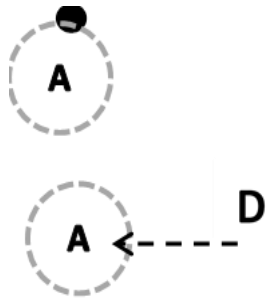|			
	On-the-ball attacker		On-the-ball defender
	Off-the-ball attacker		Off-the-ball defender
	Direction of movement		Direction of goal

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

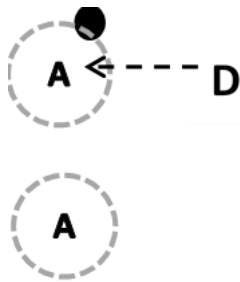# Keeping Possession of the Ball/ Regaining Possession of the Ball

Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
	Note: *On-the-ball attacker* *The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit*	**1v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-
• Dribble towards the goal	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* <u>On-the-ball attacker</u> • Move towards the goal	**1v0** <u>Condition</u> • Propelling is allowed	-	-
• Throw/ Kick / Push to a stationary or moving teammate and move to a new position • Move into position to receive a throw/ kick/ push	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* <u>On-the-ball attacker</u> • Send the ball[22] to off-the-ball attacker <u>Off-the-ball attacker</u> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass	**2v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-

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[22] Also includes any other object that can be sent such as a disc.

Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* On-the-ball attacker • Send the ball to off-the-ball attacker • Move towards the goal Off-the-ball attacker • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass	**2v0** <u>Condition</u> • Propelling is allowed	-	-
	Note: *On-the-ball attacker* *The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit*	**1v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	*Note:* *On-the-ball defender* *Wait for time to run out or anticipate the situational game to change to 2vX*	
• Shield the ball from the defender • Dribble while keeping away from a defender	On-the-ball attacker • 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	**1v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • Move into the personal space of the on-the-ball attacker to get the ball back 	• Move into position to tackle

Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • Support on-the-ball attacker by moving beyond the personal space of the off-the-ball defender and into the line of pass[23] and be ready to receive a pass	2v1 Condition • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	Off-the-ball defender • 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 	• Move into position to intercept a throw/ kick/push

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

Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	On-the-ball attacker • 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 Off-the-ball attacker • Support on-the-ball attacker by moving into the line of pass and be ready to receive a pass	2v1 <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • 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

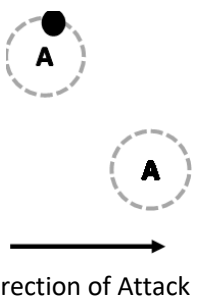| Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Throw/Kick/ Push to a stationary or moving teammate who is defended and move away from defender • Move away from defender to receive a throw/kick/ push either stationary or on the move	On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • 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	**2v2** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	On-the-ball defender • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass Off-the-ball defender • 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 	• Move into position to block/ intercept a throw/kick/ push • Move into position to intercept a throw/ kick/ push

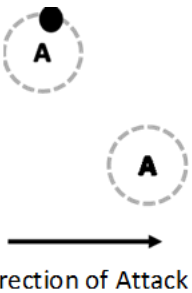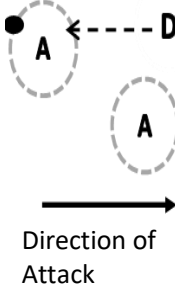| Movement Skills and Concepts				
Offence Keeping Possession		Situational Game	Defence Regaining Possession	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
• Throw/Kick/ Push to a stationary or moving teammate who is defended 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	On-the-ball attacker • 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 Off-the-ball attacker • 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	2v2 <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • 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 Off-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ push • Move into position to tackle • Move into position to intercept a throw/ kick/ push

Using Space to Invade/ Delaying the Invasion

Movement Skills and Concepts				
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)
	Note: *On-the-ball attacker* *The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit*	**1v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-
• Dribble towards the goal	<u>On-the-ball attacker</u> • Move towards the goal	**1v0** <u>Condition</u> • Propelling is allowed	-	-
• Throw/Kick/ Push to a stationary or moving teammate and move to a new position • Moving into position to receive a throw/kick/ push	<u>On-the-ball attacker</u> • Send the ball to off-the-ball attacker <u>Off-the-ball attacker</u> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass Direction of Attack	**2v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-

Movement Skills and Concepts				
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)**
• 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	On-the-ball attacker • Send the ball to off-the-ball attacker • Move towards the goal Off-the-ball attacker • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass	**2v0** <u>Condition</u> • Propelling is allowed	-	-
	Note: *On-the-ball attacker* *The decision is to request for support so that the situational game changes to a 2vX before the imposed time limit*	**1v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	*Note:* *On-the-ball defender* *Wait for time to run out or anticipate the situational game to change to 2vX*	
• Dribble while keeping away from a defender	*Note:* *With the on-the-ball attacker defended, the conceptual decision made is based on 'Creating Space to Invade'.* On-the-ball attacker • Move towards the goal and beyond the personal space of the on-the-ball defender	**1v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed	*Note:* *With the on-the-ball attacker defended, the conceptual decision made is based on 'Denying Space to Invade'.* On-the-ball defender • Move into the personal space of the on-the-ball attacker to get the ball back.	• Move into position to tackle

Movement Skills and Concepts				
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)**
• 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	*Note:* *With the on-the-ball attacker defended, the conceptual decision made is based on 'Creating Space to Invade'.* On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • 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	**2v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	*Note:* *With the on-the-ball attacker defended, the conceptual decision made is based on 'Denying Space to Invade'.* Off-the-ball defender • 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	• Move into position to intercept a throw/ kick/ push
• 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	On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • Support on-the-ball attacker by moving towards the goal and into the line of pass and be ready to receive a pass	**2v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed Direction of Attack	On-the-ball defender • 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	• Move into position to block/interc ept a throw/kick/ push • Move into position to tackle

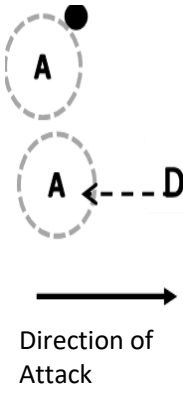| Movement Skills and Concepts				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
• Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender to receive a throw/kick/ push	*Note:* *With both attackers defended, the conceptual decision is based on 'Creating Space to Invade'* On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • 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	**2v2** Condition • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	*Note:* *With both attackers defended, the conceptual decision is based on ''Denying Space to Invade* On-the-ball defender • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass Off-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ • push • Move into position to intercept a throw/ kick/ push
• Throw/Kick/ Push to a stationary or moving teammate who is defended and remain or move to a new position • Dribble while keeping	*Note:* *With both attackers defended, the conceptual decision is based on 'Creating Space to Invade'* On-the-ball attacker • Send the ball to off-the-ball attacker • Move beyond the personal space of the on-the-ball defender and towards the goal	**2v2** Condition • Propelling is allowed • Tackling is allowed	*Note:* *With no available space to use, the conceptual decision is based on 'Denying Space to Invade* On-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ push • Move into position to tackle
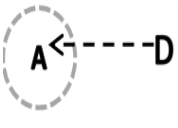
Movement Skills and Concepts				
Offence Using Space to Invade		Situational Game	Defence Delaying the Invasion	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
away from a defender • Move away from defender to receive a throw/kick/ push	Off-the-ball attacker • 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		Off-the-ball defender • 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	• Move into position to intercept a throw/ kick/ push

Creating Space to Invade/ Denying Space to Invade

Movement Skills and Concepts				
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)
	Note: *The decision is to request for support so that the situational game change to be at least a 2vX before the imposed time limit*	**1v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-
• Dribble towards the goal	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* <u>On-the-ball attacker</u> • Move towards the goal	**1v0** <u>Condition</u> • Propelling is allowed	-	-
• Throw/Kick/ Push to a stationary or moving teammate and move to a new position • Move into position to receive a throw/kick/ push	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* <u>On-the-ball attacker</u> • Send the ball to off-the-ball attacker <u>Off-the-ball attacker</u> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass	**2v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-

Movement Skills and Concepts				
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)
• 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	*Note:* *With the absence of defender, the conceptual decision made is based on 'Using Space to Invade'* <u>On-the-ball attacker</u> • Send the ball to off-the-ball attacker • Move towards the goal <u>Off-the-ball attacker</u> • Support on-the-ball attacker by moving nearer the goal and be ready to receive a pass	**2v0** <u>Condition</u> • Propelling is allowed	-	-
	Note: <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*	**1v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	*Note:* <u>*On-the-ball defender*</u> *Wait for time to run out or anticipate the situational game to change to 2vX*	-
• Dribble while keeping away from a defender	<u>On-the-ball attacker</u> • Move towards the goal and beyond the personal space of the on-the-ball defender	**1v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed	<u>On-the-ball defender</u> • Move into the personal space of the on-the-ball attacker and into the line of pass to get the ball back	• Move into position to tackle

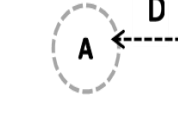| Movement Skills and Concepts				
Offence Creating Space to Invade		Situational Game	Defence Denying Space to Invade	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Throw/Kick/ Push to a stationary or moving teammate who is undefended and move to a new position • Move away from defender and receive a throw/kick/ push	On-the-ball attacker • Send the ball to off-the-ball attacker Off-the-ball attacker • 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	**2v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed A A ← - - - D ——→ Direction of Attack	- Off-the-ball defender • 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	- • Move into position to intercept a throw/ kick/push
• Dribble while keeping away from a defender and throw/kick/p ush to a stationary or moving teammate • Move away from defender to receive a throw/kick/ push	On-the-ball attacker • Move beyond the personal space of the on-the-ball defender, towards the goal and send the ball to the off-the-ball attacker Off-the-ball attacker • Support on-the-ball attacker by moving towards the goal and into the line of pass and be ready to receive a pass	**2v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed A ← - - - - - D A ——→ Direction of Attack	On-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ push • Move into position to tackle

Movement Skills and Concepts				
Offence Creating Space to Invade		Situational Game	Defence Denying Space to Invade	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	On-the-ball attacker • Send the ball to the off-the-ball attacker Off-the-ball attacker • 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	**2v2** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed A ←-- D A ←---- D Direction of Attack	On-the-ball defender • Pressure on-the-ball attacker and move into the line of pass to prevent a pass or force an unsuccessful pass Off-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ push • Move into position to intercept a throw/ kick/push
• 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	On-the-ball attacker • Send the ball to off-the-ball attacker • Move beyond the personal space of the on-the-ball defender and towards the goal Off-the-ball attacker • 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	**2v2** <u>Condition</u> • Propelling is allowed • Tackling is allowed A ←------- D D A ←----- Direction of Attack	On-the-ball defender • 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 Off-the-ball defender • 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	• Move into position to block/ intercept a throw/kick/ push • Move into position to tackle • Move into position to intercept a throw/kick/ push

Attacking the Goal/ Denying Scoring Opportunities

Movement Skills and Concepts				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Shoot on goal and receive a rebound	On-the-ball attacker • Shoot when within range and ability and follow through for a possible rebound (where applicable)	**1v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-
• Dribble towards goal and shoot	On-the-ball attacker • Move and shoot when within range and ability and follow through for a possible rebound (where applicable)	**1v0** <u>Condition</u> • Propelling is allowed	-	-
• Shoot on goal and receive a rebound • Move into position for a rebound	On-the-ball attacker • Shoot when within range and ability and follow through for a possible rebound (where applicable) Off-the-ball attacker • Move into position for a possible rebound (where applicable)	**2v0** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession	-	-
• Dribble towards goal, shoot and receive a rebound • Move into position for a rebound	On-the-ball attacker • Move and shoot when within range and ability and follow through for a possible rebound (where applicable) Off-the-ball attacker • Move into position for a possible rebound (where applicable)	**2v0** <u>Condition</u> • Propelling is allowed	-	-

Movement Skills and Concepts				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• Shoot on goal	On-the-ball attacker • Shoot when within range and ability and follow through for a possible rebound (where applicable)	**1v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot	• Moving into position to prevent a throw/kick/ push
• Move away from defender and shoot	On-the-ball attacker • 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)	**1v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot	• Moving into position to prevent a throw/kick/ push
• Shoot on goal and receive a rebound • Move into position for a shot/ rebound	On-the-ball attacker • Shoot when within range and ability and follow through for a possible rebound (where applicable) • Send the ball to off-the-ball attacker Off-the-ball attacker • Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable)	**2v1** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot	• Moving into position to prevent a throw/kick/ push

Movement Skills and Concepts				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	On-the-ball attacker • 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 Off-the-ball attacker • Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable)	**2v1** <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot	• Moving into position to prevent a throw/kick/ push

Movement Skills and Concepts				
Offence Attacking the Goal		Situational Game	Defence Denying Scoring Opportunities	
Skill execution (how to do it)	Learning Outcome (what to do)		Learning Outcome (what to do)	Skill execution (how to do it)
• 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	On-the-ball attacker • Shoot within ability and follow through for a possible rebound (where applicable) • Send the ball to off-the-ball attacker Off-the-ball attacker • Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable)	**2v2** <u>Condition</u> • Propelling is not allowed • Time limit imposed on ball possession • Tackling is not allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot Off-the-ball defender • Move into the personal space of the off-the-ball attacker to prevent him from receiving a pass or possible rebound (where applicable)	• Moving into position to prevent a throw/ kick/push • Moving into position to prevent a throw/ kick/push
• 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	On-the-ball attacker • 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)	**2v2** <u>Condition</u> • Propelling is allowed • Tackling is allowed	On-the-ball defender • Pressure on-the-ball attacker to prevent him from having a clear line to shoot or force an unsuccessful shot	• Moving into position to prevent a throw/kick/p ush • Moving into position to prevent a throw/kick/p ush

Movement Skills and Concepts				
Offence **Attacking the Goal**		**Situational Game**	**Defence** **Denying Scoring Opportunities**	
Skill execution (how to do it)	**Learning Outcome (what to do)**		**Learning Outcome (what to do)**	**Skill execution (how to do it)**
• Move into position for a shot/ rebound	Off-the-ball attacker • Support on-the-ball attacker by moving into position to receive a pass or possible rebound (where applicable)		Off-the-ball defender • Move into the personal space of the off-the-ball attacker to prevent him from receiving a pass or possible rebound (where applicable)	

Below is the LO pertaining to Safety Practices in the conduct of Games and Sports for Primary 5 and 6.

Safety Practices
• Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk.

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 gymnastics 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.

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DESIGN PRINCIPLES

The Gymnastics learning area is designed based on a continuum of principles as represented in Figure 4 below.
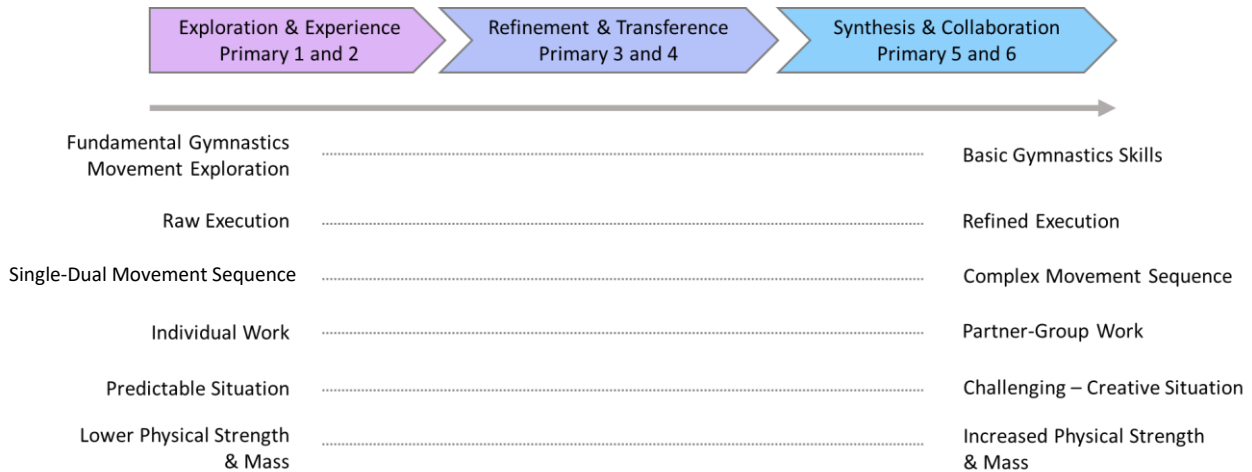
Figure 4. Gymnastics Design Principles

Gymnastics provides opportunities for students to explore and refine various fundamental body movements organised into four 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

When designing and implementing gymnastics lessons, teachers should note the following:

Technique
- All gymnastics movements should demonstrate good control and work towards good form.
- Balancing actions should generally demonstrate momentary stillness.

Safety
- Safety should undergird all gymnastics lesson design, content and teaching.
- Students should be able to perform the skill independently, competently and confidently before moving onto the next level of difficulty of the skill.
- Students should use assistance (e.g., apparatus-support, wall-support) until ready to perform the gymnastics movement with control on their own.
- Students should learn how to move on and off apparatus, move into and out of movements, safely and with control.

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- Where low, medium-height, or high apparatus is required, the recommended apparatus height takes into consideration fall height from feet to landing surface (e.g., mat). Teachers should consider students' gymnastics experience over the course of the entire primary school years to determine a reasonable apparatus height progression. For example, progressing from low apparatus height of 40 centimetres to medium-height apparatus of 60 centimetres is likely to be more appropriate than to medium-height apparatus of 45 centimetres.

Low Apparatus	: up to approximately 40 centimetres
Medium-height Apparatus	: between approximately 40 to 80 centimetres
High Apparatus	: between approximately 80 to 95 centimetres.

  Apparatus higher than 95 centimetres requires teacher to be in close proximity.

- For hanging actions, there is no need for students to hang from a high height. Teachers should consider the fall height from feet to landing surface, as well as students' grip strength and overall ability when determining the need for spotting. Generally, a fall height that exceeds 95 centimetres requires a teacher to be in close proximity.

Lesson Design
- In determining the lesson objectives from the LOs, teachers should design movement activities with generally no more than a combination of two to three skills and concepts for initial learning. For example, young children can generally learn to move in different ways in location/space, changing direction and at different time.
- Teachers can reinforce previously learnt concepts or skills during the introduction of other new concepts and skills. For example, young children can demonstrate a variety of locomotor movements reflecting a mastery of the concepts of direction and time, while learning to incorporate the new concept of pathway in their previous movements.
- Sequencing activities can be done at various points and need not only be performed at the end of the gymnastics module.

LEARNING OUTCOMES

PRIMARY 1 – GYMNASTICS	
Movement Skills and Concepts	
Travelling and Jumping	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 apparatus[24] (e.g., hoop, rope). 4. Jump using one foot and two feet take-off for distance and height, to land with control on two feet. 5. Jump using one foot and two feet take-off, to form different shapes, to land with control on one foot, and on two feet. 6. Jump over a swinging rope held by others several times in succession.
Balancing	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 shapes[25].
Rotating	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	1. Perform a sequence of two different movements (e.g., a travelling action to a rotating action) with smooth transition.
• 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.	
Safety Practices	
• Demonstrate safe behaviour in a physical activity setting with self.	

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[24] 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.
[25] 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 2 – GYMNASTICS	
Movement Skills and Concepts	
Travelling, Jumping and Climbing[26]	1. Travel in space, in relation to position (e.g., over/under, beside, on/off, alongside) with low apparatus (e.g., bench, low beam). 2. 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. 3. Jump over a self-turned rope several times in succession.
Balancing	1. Balance on different body surfaces (i.e., front, back and side)[27] 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	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 flight[28], in different body shapes. 3. Roll using the shape of round-tuck in a forward direction.
Mounting, Dismounting and Vaulting	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 position[29].
Sequencing	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).

- 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).

Safety Practices
• Identify ways of protecting oneself and others during physical activities.

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[26] 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.

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

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

[29] 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	
Movement Skills and Concepts	
Travelling, Jumping and Climbing[30]	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, climbing rack). 2. Jump over a turning rope held by others several times in succession.
Balancing	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 sideway directions, with hips raised to different levels in relation to the floor[31]. 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	1. Roll using the shape of round-tuck 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 hands[32] 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	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 ground[33]. 2. Jump off a medium-height apparatus (e.g., beam, vaulting box) to land in a controlled finished position[34].
Sequencing	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.
• 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.	
Safety Practices	
Demonstrate safe behaviour when participating in physical activities individually (e.g., making sure that shoelaces are tied, warm-up to prevent injury)	

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[30] 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.

[31] 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.

[32] 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.

[33] 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.

[34] 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 4 – GYMNASTICS	
Movement Skills and Concepts	
Travelling, Jumping and Climbing[35]	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[36] 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[37]. 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[38].
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. [39]
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[40]. 3. Jump from low apparatus to rebound[41] on a springboard, to form gymnastics shapes[42] 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 *(in this order),* demonstrating varied movement pathways, with smooth transition and different starting and ending positions.

- 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.

Safety Practices
- Demonstrate safe behaviour when participating in physical activities individually and with others (e.g., following the rules and playing fair, cooperating with others)

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[35] 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.

[36] 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 centimetres requires a teacher to be in close proximity.

[37] 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.

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

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

[40] 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.

[41] 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.

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

PRIMARY 5 – GYMNASTICS	
Movement Skills and Concepts	
Travelling, Jumping and Climbing[43]	1. Travel while hanging from overhead apparatus, bearing full body weight with the hands, and coming off the hanging apparatus[44] with control.
Balancing	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 using counterbalances[45] to form a variety of symmetrical and asymmetrical shapes.
	3. Balance with a partner using counter-tension[46] to form a variety of symmetrical and asymmetrical shapes.
	4. Balance with a partner in base and top[47] 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	1. Run up approximately 10 metres to rebound on springboard, to form gymnastics shapes[48] of stretch, tuck, and straddle during flight, to land in a controlled finished position.
	2. Rebound on springboard to vault over medium height apparatus[49] (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	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.

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[43] 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.

[44] 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 centimetres requires a teacher to be in close proximity.

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

[46] 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.

[47] 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.

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

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

PRIMARY 5 – GYMNASTICS
• 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.
Safety Practices
• Demonstrate safe use of equipment and apparatus to prevent placing self at risk.

PRIMARY 6 – GYMNASTICS	
Movement Skills and Concepts	
Balancing	1. Balance in a small group of 3 to 6, using counterbalances[50] to form a variety of symmetrical and asymmetrical shapes. 2. Balance in a small group of 3 to 6, using counter-tension[51] to form a variety of symmetrical and asymmetrical shapes. 3. Balance in a small group of 3 to 6, using a variety of connected base and top positions[52], 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	1. Run up to rebound on springboard to vault over high apparatus[53] (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	1. Perform in a small group of 3 to 6, a sequence of ten different movements each[54], which includes a combination of solo, pair and group actions of travelling, jumping, rotating and balancing, demonstrating a variety of position[55] and timing[56] relationship with the group members.

- 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.

Safety Practices

- Demonstrate safe use of equipment and apparatus to prevent placing self and others at risk.

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

[51] 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.

[52] 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.

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

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

[55] 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.

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

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.

OFFERING OF 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.

LEARNING OUTCOMES

BY END OF PRIMARY 6 – SWIMMING	
Movement Skills and Concepts	
Entry and exit	• Enter and exit the pool using hands and legs from a standing and sitting position[57].
Floatation	1. Float on a static prone position and perform a fast curl up to a vertical standing position[58]. 2. Float on a static supine position with a floatation aid and perform a fast clockwise rotation of body to a vertical standing position[59]. 3. Jump or leap into the water (pool depth of at least 1.4 metres) with a personal floatation device (PFD).
Locomotor	1. Swim on back[62] at least 5 metres in a straight pathway. 2. Swim on front[60] for at least 10 metres in a straight pathway.
• Demonstrate an understanding of the rules of behaviour in, on or near the water in relation to other people or apparatus.	
Safety Practices	
• 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.	

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[57] The sitting or standing positions depend on whether one is using the pool's ladder, steps or slide in entering and exiting the pool.
[58] This refers to front float and recover to stand.
[59] This refers to back float and recover to stand.
[60] This refers to using alternating arms and legs, and/or simultaneous arms and legs.

Outdoor Education

Outdoor Education engages students' spirit of adventure, develops their resilience, and builds their connections with places (i.e., environment and its inhabitants). Students do so by exploring natural and urban environments, starting from their immediate surroundings to other unfamiliar places. Students develop appropriate outdoor competencies (i.e., knowledge, skills, and attitudes) 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 optimise the use of their senses to be comfortable during their outdoor explorations. Familiar and unfamiliar places, in diverse natural and urban environments, provide dynamic situations for advanced learners to be adventurous, safe, and make good judgements in a wider range of outdoor activities. Building of outdoor competencies and confidence in a variety of authentic contexts would enable students to apply their learning in new situations and deal with challenges positively. These experiences provide opportunities for students to explore places while developing meaningful connections and the responsibility to safeguard them. Through active participation in these experiences, students learn to enjoy outdoor physical recreation and take actions to live an active, healthy, and sustainable lifestyle.

OUTDOOR EDUCATION STRANDS

Outdoor Education equips students with outdoor competencies to explore the natural and urban environments safely and responsibly. The Outdoor Education content is designed based on three strands, namely: (a) Outdoor Living, (b) Sense of Place, and (c) Risk Assessment and Management. Figure 5 illustrates the Outdoor Education framework – an overview of the content to develop the desired Outdoor Education outcomes. This content is anchored on the three core ideas of Adventure, Resilience, and Connections to enhance student learning experiences through intentional lesson design and effective pedagogies, supported by affordances of the learning environment.

a. Outdoor Living

Outdoor living at the primary school level focuses on basic navigational and trip planning skills to empower enjoyable outdoor participation. In lower primary, students are encouraged to explore and learn to find their way around the school. From middle on to upper primary, students learn fundamental spatial awareness and cognitive skills to navigate around the school's vicinity as well as basic packing strategies for different outdoor contexts.

b. Sense of Place

Sense of place emphasises the importance of developing personal connections with places. Lower primary students are encouraged to slow down and observe their environment using their senses by staying present in and with place. From middle on to upper primary, they deepen their understanding of places through active engagement with places and express their connections and experiences through reflection and creative representations. They also learn and apply environmentally sustainable practices during their outdoor participation.

c. Risk Assessment and Management

Risk assessment and management introduces simple hazard identification and risk evaluation strategies to keep one safe in the outdoors. Students apply the "Look-Think-Do" process and relevant safety concepts learned in Physical Health and Safety to various outdoor situations. They learn how to make safe and responsible decisions so they can enjoy outdoor participation.

Figure 5. Outdoor Education Framework

The Outdoor Education lessons provide the foundation for the outdoor competencies that will enable students to be comfortable and engage in outdoor adventure experiences meaningfully. They develop a sense of connectedness with the places visited; for example, students exhibit curiosity and care to better understand and appreciate the environment and its inhabitants. This connectedness with place is likely to evoke students' appreciation for the place and motivates them to show care for it. When enjoying the outdoors, students adopt a safety mindset to make sound judgements and decisions for the safety of self and others. Such meaningful Outdoor Education experiences empower students to enjoy the benefits of being in nature and the outdoors. This also promotes students' willingness to increase their engagement in outdoor adventure, as part of living out an active and healthy lifestyle (see purpose of Physical Education in Section 1).

LESSON DESIGN CONSIDERATIONS

When designing and implementing Outdoor Education lessons, teachers should note the following:

Progression and Learning Environments

This syllabus leverages place-responsive pedagogy and experiential learning approach to increase relevance for Outdoor Education learning using authentic contexts. MOE's place-responsive pedagogical framework (details in Section 5) guides teachers in their understanding of how place is relevant to learning in Outdoor Education and how teachers

can empower students in discovering the distinctiveness of places. The five pedagogical foci, when taught in a spiral and progressive manner, enable students to build personal connections with places during exploration. As students learn place-responsive skills under the sense of place strand and have repeated engaging experiences to learn more about places, the process will deepen their desire to connect with places and its inhabitants. At the end of primary level, students are empowered to develop special relationships with places and its inhabitants; they evolve from learning about places to connecting with them.

Teachers should design activities to facilitate students' movement while considering the affordances of places in a variety of learning environments with urban and natural environments. These may include outdoor sports facilities, corridors, gardens, parks and water bodies within the school and its neighbourhood community. To develop students' connectedness to place or nature, learning opportunities should enable students to spend time to connect with place or green spaces. During lessons, they explore the surroundings in an engaging and meaningful way, guided by the place-responsive pedagogical foci. In this learning process, they find stories of others' connection to place; they create new stories of their personal connection; and they are facilitated to create their representations of place. Most importantly, they experience joy when learning about self, others, and the environment when in the outdoors.

Teachers and students should establish and enforce routines for use of equipment and expected behaviour for safe and respectful exploration of places. For example, before the start of each lesson, students are empowered to check the weather forecast to gain information for any outdoor learning. In the outdoors, students keep to the boundaries, know how to stay safe, and show respect to others and the environment while making themselves comfortable. Learning opportunities that impress upon students the desired outdoor attitudes to engage their spirit of adventure, develop their resilience and build connections with places should also be incorporated in every lesson.

As with other aspects of learning, skill development should be scaffolded, conducted in stages and enjoyable for learners. Some outdoor competencies can be achieved through 1 or 2 lessons, while others will require distributed practice through a series of lessons. Teachers should reinforce previously learnt competencies during the introduction of new knowledge and skills. By drawing connections from their experiences, students develop their understanding and mastery of outdoor competencies within a holistic curriculum.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

Themes

The Outdoor Education content is organised by themes revolving around exploring places. Table 6 shows the themes across the primary school years for Outdoor Education lessons and culminating events. The learning outcomes are designed to align with the progressive learning contexts and focus on enabling students to explore places, starting from students' immediate surroundings (e.g., school for lower primary) to other unfamiliar locations (e.g., outdoor campsite for upper primary). Themes are coupled with the pedagogical foci (see Section 5) to

emphasise the importance of spending time to connect with places, ranging from exploration (Primary 1-2), learning about places (Primary 3-4), and developing connectedness with it (Primary 5-6).

Themes are also used to increase relevance for learning and allow integration of the three strands using authentic contexts. The learning outcomes from the three strands should be integrated (where possible) in the lessons instead of being taught in isolation. For example, in lower primary levels, students discover more about their school by being present in and with places they explore using sensory cues. At the same time, students should exhibit these outdoor competencies whilst adopting a safety mindset. Lessons for each level are designed to learn outdoor competencies required for students to engage in topics relating to the assigned theme before moving to the next level.

Culminating Events

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 contexts engage students' senses to connect with place, presenting them with opportunities for problem-solving and decision-making to develop their spirit of adventure and resilience, both individually and in groups. Students learn how to prepare for these contexts, move through the respective outdoor environments with others meaningfully, confidently, and safely, whilst ensuring their basic needs are met. They also experience actual consequences of their actions and decisions that affect themselves, the environment, and the people around them. Hence, students should participate in:

- a day trip in the school's neighbourhood, by the end of Primary 4; and
- a 3-Day 2-Night outdoor adventure learning cohort camp by the end of Primary 5.

By the end of Primary 4, students embark on a day trip to deepen their personal connections with their school by learning more about the green spaces in the immediate vicinity of the school neighbourhood. Prior to the day trip, they will learn ways of observing their surroundings when exploring the school grounds safely and optimising the use of their senses to stay present and focused. At the day trip, students will apply their outdoor competencies learned during lessons to discover nature from different perspectives in their school's neighbourhood. This culminating event also serves as a way to prepare students for going outdoors with their friends before undertaking residential camps at the next level.

At Primary 5 and 6, students are provided the opportunities to synthesise, apply and make responsible and safe decisions based on basic outdoor competencies they have learnt through authentic situations and tasks set in the outdoors. For instance, students apply these competencies during their 3-Day 2-Night outdoor adventure learning cohort camp with their peers where they will plan and undertake a half-day trip to connect with outdoor places near the campsite safely. Through the primary school years, they will learn to spend time to connect with their immediate environment, gain greater awareness and appreciation of their school and the surrounding neighbourhood, and develop a desire to care for the environment through small actions.

Level	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Theme	Discovering my school		Understanding my school and its neighbourhood		Exploring beyond my school and its neighbourhood	
Culminating Event	-	-	-	Day Trip to the school's neighbour-hood	3-Day 2-Night outdoor adventure learning cohort camp	-

Table 6. Themes for Lessons and Culminating Events across Primary Levels

LEARNING OUTCOMES

PRIMARY 1 – OUTDOOR EDUCATION	
Theme: Discovering my school	
Students discover through sensory cues different places within the school compound safely. Learning opportunities are provided for students to slow down and stay present in and with places around them.	
Strand	**Learning Outcome**
Outdoor living	1. Move across different surfaces in the school.
Sense of place	1. Know distinctive physical features and observable flora and fauna of various places in school. 2. Engage five senses to notice and wonder when exploring the immediate surroundings in school. 3. Follow routines of environmentally sustainable practices when exploring the school.
Risk assessment and management	1. Identify potential physical hazards including ground surfaces and foreign objects. 2. Know possible risks associated with the physical hazards. 3. Follow the suitable approach to manage the associated risks.

PRIMARY 2 – OUTDOOR EDUCATION	
Theme: Discovering my school	
Students discover and make connections to the different places within the school compound safely. Learning opportunities are provided for students to slow down and stay present in and with places around them.	
Strand	**Learning Outcome**
Outdoor living	1. Undertake different routes and move towards the prescribed landmark using auditory cues, visual aids, or personal stories.
Sense of place	1. Know the people in the school and the roles they play. 2. Tell stories of a place in the school that one has a personal connection with. 3. Demonstrate environmentally sustainable practices when exploring the school.
Risk assessment and management	1. Identify potential weather hazards including rain, lightning, heat, wind, solar ultraviolet radiation, and haze during an outdoor activity. 2. Identify possible risks associated with the weather hazards. 3. Suggest suitable approaches to manage the risk associated with weather hazards.

PRIMARY 3 – OUTDOOR EDUCATION	
Theme: Understanding my school and its neighbourhood	
Students explore the school compound safely and discover the social and ecological aspects of different places. Students pack a backpack for an outdoor activity while adopting environmentally sustainable practices. Learning opportunities are provided to deepen their understanding of places through active engagement.	
Strand	**Learning Outcome**
Outdoor living	<u>Navigation</u> 1. Understand what symbols represent on a simplified map. 2. Undertake a route and move towards the prescribed landmark using a simplified map. <u>Trip Planning</u> 3. Understand the key principle of categorisation when packing for an outdoor activity.
Sense of place	<u>Navigation</u> 1. Observe and interact with the flora, fauna, and people to learn more about a place. <u>Trip Planning</u> 2. Use non-disposables when packing for an outdoor activity.
Risk assessment and management	1. Identify potential weather and other physical hazards and risks during an outdoor activity. 2. Take actions to mitigate the identified risks.

PRIMARY 4 – OUTDOOR EDUCATION	
Theme: Understanding my school and its neighbourhood	

Students explore different places in the school and its neighbourhood safely using a map. Students pack a backpack for a day trip while adopting environmentally sustainable practices. Learning opportunities are provided to deepen their understanding of places through active engagement.

Strand	Learning Outcome

Outdoor living	<u>Navigation</u>
	1. Undertake a route and move towards the checkpoints using a map of the school and its neighbourhood.
	
	<u>Trip Planning</u>
	2. Know the essential items to bring for an outdoor day trip:
	   a. protection from different weather conditions; and
	   b. suitable food and drink.
	3. Demonstrate the key principle of categorisation when packing for an outdoor day trip.

Sense of place	<u>Navigation</u> 1. Observe and interact with the flora, fauna and people to learn more about a place. 2. Understand and demonstrate acceptable behaviours when exploring shared places in the neighbourhood. 3. Demonstrate environmentally sustainable practices when exploring the school and its neighbourhood. <u>Trip Planning</u> 4. Use non-disposables when packing for an outdoor day trip.
Risk assessment and management	1. Identify potential hazards and risks during outdoor activities for a day trip. 2. Take actions to mitigate the identified risks.

PRIMARY 5 – OUTDOOR EDUCATION	
Theme: Exploring beyond my school and its neighbourhood	
Students explore different places in the school and its neighbourhood safely through visual representations. Students pack a backpack for a trip with an overnight camping component while adopting environmentally sustainable practices. With deeper understanding of places around them, they are provided with learning opportunities to represent their personal experiences of places after exploration.	
Strand	**Learning Outcome**

Outdoor living	Navigation
	1. Create a map with a legend using abstract symbols to show relative sizes and positions of key landmarks.
	2. Undertake a route with checkpoints within the school using a map.
	Trip Planning
	3. Know the essential items to bring for an overnight camp:
	   a. for personal hygiene and comfort; and
	   b. personal medical and basic first-aid items.
	4. Demonstrate key principles of packing for an overnight camp.

Sense of place	Navigation
	1. Observe and interact with the physical features, flora, fauna, and people to learn more about a place.
	2. Identify prosocial behaviours when exploring shared places.
	Trip Planning
	3. When packing for a trip, apply environmentally sustainable practices such as:
	   a. refuse;
	   b. reduce use of disposables and new purchase; and
	   c. reuse what you already have.

Risk assessment and management	1. Identify potential hazards and risks during outdoor activities for an overnight camp. 2. Take actions to mitigate the identified risks.

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PRIMARY 6 – OUTDOOR EDUCATION	
Theme: Exploring beyond my school and its neighbourhood	
Students explore the distinctiveness of the school and its neighbourhood safely. With deeper understanding of places around them, they are provided with learning opportunities to represent their personal experiences of places after exploration.	
Strand	**Learning Outcome**
Outdoor living	1. Explore the distinctiveness of places in the school and its neighbourhood. 2. Create an informative map to represent the distinctiveness of places.
Sense of place	1. Compare how personal experiences at a place in the school and its neighbourhood change over time.
Risk assessment and management	1. Identify potential hazards and risks during outdoor activities. 2. Take actions to mitigate the identified risks.

Physical Health and Safety

Physical Health and Safety stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning. Through authentic learning experiences, students develop an understanding in physical health concepts, healthy and active living, safe practices, and personal hygiene. They pursue physical activities that interest them regularly and safely, make healthier food choices and take care of themselves. Building on the knowledge, skills and learning experiences, students learn to evaluate their lifestyles and work towards healthier behaviours. As students mature, they build the commitment to lead an active and heathy lifestyle and encourage others to do so.

PHYSICAL HEALTH AND SAFETY STRANDS

The content areas are organised under the four strands, namely: (a) Physical Fitness, (b) Safety and Risk Management, (c) Nutrition, and (d) Personal Hygiene and Self-Care. Through the four strands, students develop an understanding of physical health concepts, healthy and active living, safe practices, and personal hygiene. With the understanding, students apply the skills and knowledge to participate in physical activities regularly and safely, make healthier food choices and take care of themselves, developing a sense of personal responsibility towards active and healthy living. Students make connections between what they have learn in class and their environment to exhibit health-enhancing behaviours and work towards sustained commitment in safe, active and healthy lifestyles. To better facilitate students in making the connections, some of the learning outcomes for Safety and Physical Fitness are integrated into the Physical Activity and Outdoor Education learning areas.

a. Physical Fitness

Physical Fitness at the primary school level focuses on the fundamental role of physical activity and fitness related components to keep one healthy and fit. In lower primary, students are introduced to the importance of regular engagement in physical activities and the association of movements and functions of different body parts in physical activities. From middle to upper primary, students learn about the different intensity of physical activities (e.g., providing students with some common examples of sports and non-sports physical activities related such as household chores that fall into the moderate and vigorous categories) and are equipped with skills and knowledge on developing the components of health-related and skills-related fitness.

b. Safety and Risk Management

Safety is introduced to students through contextual examples which include "Road Safety", "Safety in School", "Safety in Public Transport", "Water Safety", "Sports Safety" and "Fire & Electrical Safety". Students will learn the "Look-Think-Do" process which guides them on the aspects of safety to look at and what to do to keep themselves safe. In Sports Safety, students are aware of the need to warm-up and cool-down before and after exercise, and ways to prevent injuries when participating in physical activities. Students are reminded to hydrate themselves sufficiently before, during and after exercising. Students will know what to do in an emergency, specifically to seek help when someone is injured or suspect of cardiac arrest. Students are also aware of how to treat minor cuts, burns, nose bleeds and apply PRICE[61] to sprains.

c. Nutrition

Students understand the importance of a balanced diet and that they need to eat from all four food groups of My Healthy Plate. Through My Healthy Plate, they are aware of the proportion of the different food groups they should consume each meal. They will also be aware of the appropriate portion of food from each food group to consume. Students know the need to limit sugar intake and unhealthy food and are equipped

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[61] PRICE is the acronym for treatment of injury. It stands for Protection, Rest, Ice, Compression and Elevation.

with the skills to choose healthier food by identifying the Healthier Choice Symbol, reading Nutrition Information Panel on packages, and knowing healthier cooking methods.

d. Personal Hygiene and Self-Care

Students understand the importance of and exhibit good personal hygiene such as wash their hands, brush their teeth, clean their body/hair and face, change their clothes and puberty hygiene. Within these topics, students learn about good eye, oral and auditory care. Students are also introduced to other health-enhancing behaviours such as regular participation in physical activities, healthy eating, and sufficient sleep and rest. Riding on basic knowledge of germs, the routes of transmission (e.g., from person to person, animal to human and food to human) and causes of diseases (e.g., bacteria, viruses, parasites and fungi), students are aware of how to prevent the diseases and protect themselves. In addition, they know and put into practice responsible actions to prevent the spread of these diseases.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

Students will apply the skills and knowledge to make informed decisions related to physical health in their daily life. They will be guided to identify and work on a health practice for personal improvement for each year, from Primary 3 to 6. Applying guidelines, and health concepts and skills (e.g., goal setting), students identify specific areas to work on such as regular physical activity, healthy eating and sufficient sleep. As they work on these health practices, they identify the barriers to demonstrate these practices and develop ways to overcome them.

LEARNING OUTCOMES

PRIMARY 1 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	<u>Understanding My Body</u> • Know that healthy eating, exercise and sleep are required to keep the body healthy.
Safety and Risk Management	<u>Personal/General Safety</u> • Apply safety measures in school and during physical activities. *[This LO will be reinforced in and contextualised according to the other learning areas throughout Primary 1 to Primary 6.]* • Understand safety measures to stay safe on the road.
Nutrition	<u>Healthy Eating</u> • Know the components of a balanced diet. • Understand the importance of eating fruit and vegetables. <u>Drinking</u> • Recognise healthier drink options and know the recommended amount to consume. <u>Snacking</u> • Recognise healthier snack options and know the recommended amount to consume.
Personal Hygiene and Self-Care	<u>Self-Care</u> • Understand the importance of having good personal hygiene practices and routines. <u>Germs and Diseases</u> • Understand the importance of having good hygiene practices.

PRIMARY 2 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	Physical Activity • Understand the importance of engaging in regular physical activity.
Safety and Risk Management	Personal/General Safety • Understand safety measures to stay safe at home and public places. • Understand safety measures to stay safe on the road and in public transport.
Nutrition	Healthy Eating • Understand the importance of eating from the Brown Rice and Wholemeal Bread food group. Drinking • Understand the importance of choosing drinks with lower sugar content. Snacking • Understand the importance of choosing healthier snacks.
Personal Hygiene and Self-Care	Self-Care • Know the importance of sleep and the different sleep practices. • Understand the importance of staying hydrated. • Understand the importance of adopting good hygiene practices. Eye Care • Understand the importance of having good eye care practices. Airborne Diseases • Understand the causes, signs and symptoms of common airborne diseases.

PRIMARY 3 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	<u>Physical Activity</u> • Participate in regular physical activities of different intensity to keep the body healthy.
Safety and Risk Management	<u>Water Safety</u> • Apply safety measures to stay safe at the swimming pool and water bodies. <u>Cycling Safety</u> • Understand safety measures to stay safe as a cyclist and a pedestrian.
Nutrition	<u>Healthy Eating</u> • Understand the importance of eating from the Meat and Others food group.
Personal Hygiene and Self-Care	<u>Self-Care</u> • Apply sleep practices for healthy growth. <u>Eye Care</u> • Understand the signs, symptoms and preventive measures for eye-related infections. <u>Mosquito-borne Diseases</u> • Understand the signs, symptoms and preventive measures for mosquito-borne diseases.

PRIMARY 4 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	Physical Activity • Understand the importance of health and skills related fitness. Understand health and skills related fitness and their components.
Safety and Risk Management	Sports Safety • Perform warm-up and cool-down exercises during physical activities to prevent injuries. *[This LO will be reinforced as students participate in physical activities in the other learning areas.]* Response to Emergency Situations • Know how to respond to emergency situations.
Nutrition	Healthy Eating • Apply strategies to achieve a balanced diet. • Understand the importance of choosing healthier cooking methods. Drinking • Apply strategies to choose healthier drinks.
Personal Hygiene and Self-Care	Oral Care • Understand the importance of having good oral hygiene practices. Food-borne Diseases • Understand the causes, signs, symptoms and preventive measures for food-borne diseases.

PRIMARY 5 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	Physical Activity • Participate in weight-bearing and aerobic exercises to build health related fitness.
Safety and Risk Management	Personal/General Safety • Understand safety measures to mitigate fire and electrical hazards. • Know how to respond in an event of a fire.
Nutrition	Healthy Eating • Understand the importance of energy balance.
Personal Hygiene and Self-Care	Self-Care • Apply strategies to limit sedentary and recreational screen time. • Understand the changes to the body during puberty and how to manage them. • Understand the relationship between sleep and health. Infectious Diseases • Understand infectious diseases and its preventive measures.

PRIMARY 6 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	Physical Activity • Use a battery of tests to understand the components of skills-related fitness.
Safety and Risk Management	Sports Safety • Understand the management and prevention of injuries related to physical activities. Response to Emergency Situations • Know how to respond to someone with cardiac arrest. Simple First Aid • Know how to treat minor cuts and burns, and nose bleeds.
Nutrition	Healthy Eating • Adopt healthier eating practices.
Personal Hygiene and Self-Care	Self-Care • Understand the negative effects of alcohol consumption and smoking on health. • Apply strategies to reject alcohol and cigarettes. Auditory Care • Understand the importance of having good auditory care practices.

2.3 Character and Citizenship Education Developmental Milestones (Primary Level)

In this Physical Education syllabus, learning outcomes are identified for each core value, presented in the form of related social-emotional competencies as Developmental Milestones. Teachers 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. The Physical Education lessons primarily focus on the psychomotor and cognitive outcomes. Thereafter, the affective outcomes are appropriately layered over the physical activities, while maintaining high physical and cognitive engagement time.

These Developmental Milestones are not intended to be benchmarks for evaluation purposes but as reference points for coordination and alignment in Character and Citizenship Education efforts to achieve coherence across subjects and learning experiences in schools.

LEARNING OUTCOMES

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.
What it means in 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, classmates and the environment. He values contributions made by others. He abides by the rules of the game.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.1.1a] The student recognises that everyone is unique in his/her own way.	[CCE 1.1.2a] The student has a positive perception of him/herself.	[CCE 1.1.3a] The student recognises the factors that influence his/her self-perception and identity.
Social Awareness & Relationship Management	[CCE 2.2.1b] The student understands how others may have different feelings and thoughts on the same matter.	[CCE 2.2.2b] The student is respectful and sensitive to the different feelings and thoughts of others.	[CCE 2.2.3b] The student is respectful and sensitive to the different feelings and thoughts of others.
Responsible Decision Making	[CCE 3.1.1b] The student recognises other perspectives in decision-making.	[CCE 3.1.2b] The student recognises other perspectives in decision-making.	[CCE 3.1.3b] The student understands the views of others by thinking and feeling from their perspectives when making decisions.

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.
What it means in PE	In PE, the student understands the responsibilities of being a member of the group, class, school and the environment. He/she takes the initiative and contributes readily to the group, class, school and the environment. He/she is willing to learn from his/her mistakes. He/she also requires little or no supervision by the teacher.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.1.1b] The student explores and discovers his/her character strengths, interests, likes and dislikes, talents and skills.	[CCE 1.1.2b] The student recognises that actions can be taken to develop his/her best self.	[CCE 1.1.3b] The student recognises that actions can be taken to develop his/her best self.
Social Awareness & Relationship Management	[CCE 2.1.1b] The student recognises that we can influence one another positively or negatively.	[CCE 2.1.2b] The student recognises the power of peer influence, and builds self-confidence to resist peer pressure.	[CCE 2.1.3b] The student recognises the power of peer influence, and builds self-confidence to resist peer pressure.
Responsible Decision Making	(CCE 3.1.1a) The student generates ideas to respond to different situations. He/she is aware of the consequences of his/her actions and decisions.	(CCE 3.1.2a) The student chooses actions and decisions that are responsible towards him/herself and others.	(CCE 3.1.3a) The student considers the consequences of his/her decisions and actions on him/herself and others. He/she recognises the importance of making values-based decisions in handling dilemmas.

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.
What it means in 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.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.3.1b] The student has a positive mindset. He/she understands the need for resilience when faced with challenges.	[CCE 1.3.2b] The student has a positive mindset. He/she understands the need for resilience when faced with challenges.	[CCE 1.3.3b] The student responds positively in the face of challenges.
Social Awareness & Relationship Management	-	-	-
Responsible Decision Making	[CCE 3.1.1a] The student generates ideas to respond to different situations. He/she is aware of the consequences of his/her actions and decisions.	[CCE 3.1.2a] The student chooses actions and decisions that are responsible towards him/herself and others.	[CCE 3.1.3a] The student considers the consequences of his/her decisions and actions on him/herself and others. He/she recognises the importance of making values-based decisions in handling dilemmas.

Integrity

What it means	A person of integrity upholds ethical principles and has moral courage to stand up for what is right.
What it means in PE	In PE, the student has strong moral values that consistently guide his/her decisions and actions. He/she displays sportsmanship by participating in physical activities fairly and makes ethical decisions when handling conflicts. He/she stands up for what is right.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.2.1b] The student recognises different types of behaviours that can have positive or negative consequences.	[CCE 1.2.2b] The student knows strategies for self-control and how to seek help. He/she recognises when one acts impulsively.	[CCE 1.2.3b] The student develops habits that demonstrate being his/her best self. He/she applies strategies to demonstrate self-control.
Social Awareness & Relationship Management	[CCE 2.1.1b] The student recognises that we can influence one another positively or negatively.	[CCE 2.1.2b] The student recognises the power of peer influence, and builds self-confidence to resist peer pressure.	[CCE 2.1.3b] The student recognises the power of peer influence, and builds self-confidence to resist peer pressure.
Responsible Decision Making	[CCE 3.1.1a] The student generates ideas to respond to different situations. He/she is aware of the consequences of his/her actions and decisions.	[CCE 3.1.2a] The student chooses actions and decisions that are responsible towards him/herself and others.	[CCE 3.1.3a] The student considers the consequences of his/her decisions and actions on him/herself and others. He/she recognises the importance of making values-based decisions in handling dilemmas.

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.
What it means in PE	In PE, the student demonstrates consideration and empathy for others and the environment. He/she is considerate to them. He/she puts others' needs before his/her own. He/she takes the initiative to help them. He/she appreciates and shows care for the environment.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.2.1a] The student identifies emotions and the contributing factors.	[CCE 1.2.2a] The student understands the need to regulate emotions for positive outcomes.	[CCE 1.2.3a] The student develops different strategies to regulate emotions for positive outcomes.
Social Awareness & Relationship Management	[CCE 2.1.1a] The student cares for, and appreciates friends.	[CCE 2.1.2a] The student develops sensitivity to social cues and communicates respectfully.	[CCE 2.1.3a] The student values and expresses gratitude towards friends. He/she has the skills of respectful communication to build relationships.
Responsible Decision Making	[CCE 3.1.1a] The student generates ideas to respond to different situations. He/she is aware of the consequences of his/her actions and decisions.	[CCE 3.1.2a] The student chooses actions and decisions that are responsible towards him/herself and others.	[CCE 3.1.3a] The student considers the consequences of his/her decisions and actions on him/herself and others. He/she recognises the importance of making values-based decisions in handling dilemmas.

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.
What it means in 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.

Social Emotional Competencies	Lower Pri	Middle Pri	Upper Pri
Self Awareness & Self Management	[CCE 1.2.1a] The student identifies emotions and the contributing factors.	[CCE 1.2.2a] The student understands the need to regulate emotions for positive outcomes.	[CCE 1.2.3a] The student develops different strategies to regulate emotions for positive outcomes.
Social Awareness & Relationship Management	[CCE 2.2.1a] The student understands how we can be different yet similar. He/she demonstrates respect for others even when they are different from him/her.	[CCE 2.2.2a] The student understands how we can be different yet similar. He/she demonstrates respect for others even when they are different from him/her.	[CCE 2.2.3a] The student is aware of social stereotyping and prejudice, and its impact.
Responsible Decision Making	[CCE 3.1.1b] The student recognises other perspectives in decision-making.	[CCE 3.1.2b] The student recognises other perspectives in decision-making.	[CCE 3.1.3b] The student understands the views of others by thinking and feeling from their perspectives when making decisions.

3.   SECONDARY LEVEL SYLLABUS CONTENT

3.1 Overview

KEY ATTRIBUTES OF STUDENTS AND LEARNING EXPERIENCES

For students to achieve the goals of Physical Education, the journey continues at the secondary level. Physical Education at the secondary level aims to develop **Confident Participants** with positive self-efficacy who value the need for sustainability in an active and healthy lifestyle.

At the secondary level, Physical Education 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 performance 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 and concepts that enhance students' experiences in the participation of specific physical activities. These physical activities take place in a variety of social and physical learning contexts, which allows students to build mastery through repeated practice and feedback.

Additionally, students learn technical outdoor competencies involving more tools and equipment, which deepen their understanding and mastery of outdoor living skills in navigation, shelter building, outdoor cooking, and trip planning. They learn to make good judgement in pre-emptive planning and application of risk assessment and management during dynamic situations in the outdoors. As they engage in more self-directed learning experiences in school and during cohort camps at unfamiliar environments, it reinforces the positive belief in their outdoor competencies. With repeated exposure and practice, students develop greater confidence to engage in small-scale adventures, apply their learning in new situations, and deal with challenges positively. They also deepen their understanding of places around them and desire to connect with and contribute to places and its community.

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 concepts and skills. They are then better able to make informed decisions and demonstrate practices, either alone, with friends or with family that contributes towards active and healthy living.

With the increasing complexity of tasks, students enrich their capacity in physical activities, including the outdoors and health-enhancing practices, which builds their self-efficacy. The meaningful application of students' learning in authentic physical activity settings also plays a vital role in developing their belief in the value of sustainability for the learning and participation in recreational physical activities, including the outdoors at post-secondary level. Through the well-planned learning experiences in the different learning areas, students develop their mature performance and be Confident Participants.

CONTENT ORGANISATION

Learning Areas

The three learning areas and strands that facilitate the organisation of the learning experiences to achieve the goals of Physical Education at the secondary level are presented in Table 7.

Learning Area	Strand
Physical Activity	• Games-related Concepts and Skills • Fitness Conditioning and Safety Practices
Outdoor Education	• Outdoor Living • Sense of Place • Risk Assessment and Management
Physical Health and Safety	• Physical Fitness • Safety and Risk Management • Nutrition • Personal Hygiene and Self-Care

Table 7. Learning Area, Content Area and Strand at the Secondary Level

Learning Outcomes

The learning Outcomes (LOs) in the learning areas for the secondary level build on the movement capacity and knowledge that were learnt at the primary level.

For Physical Activity, 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.

For Outdoor Education, the LOs are organised in a modular format in the topics of Navigation, Outdoor Cooking, Shelter Building, and Trip Planning, and show integration of the 3 strands. Each topic consists of two modules and specifies minimally what students should achieve by the end of Secondary 1 and by the end of Secondary 3. In other words, the content to be achieved by the end of Secondary 3 can be taught in Secondary 2 or Secondary 3 to prepare students for their outdoor adventure learning cohort camps.

The LOs for Physical Health and Safety specify minimally what students should know and be able to do for these two areas by the end of each secondary level. The content in the four strands of Physical Health are taught from Secondary 1 to 4.

Application of Learning in Authentic Context

By end of their secondary school education, students will have experienced the following culminating events:

- at least 3 recreational competitions organised by the school by the end of Secondary 4/5
- a 4-Day 3-Night outdoor adventure learning cohort camp by the end of Secondary 1
- a 5-Day 4-Night outdoor adventure learning cohort camp by the end of Secondary 3
- develop and enact an exercise plan to achieve a personal goal for physical health in Secondary 2
- develop and enact a plan to form or change a health habit towards healthier behaviour in Secondary 4

Students' confidence in their skills and knowledge is reinforced through the positive experiences from the three learning areas and the respective culminating events/activities. 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 recreational physical activities, including the outdoors with family and friends at post-secondary level.

SECONDARY 5 GUIDELINES

At the end of Secondary 4, students are competent in at least 5 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 additional physical activity of their choice (i.e., 6 physical activities across 5 years) provided by the school. 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 when 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.

Equipped with the knowledge acquired from Secondary 1 to 4 in Physical Health and Safety, 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. Students should enjoy the physical activities safely and subsequently influence family and friends towards active lifestyle.

3.2 Learning Areas

Physical Activity

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 are motivated to lead an active and healthy lifestyle.

PHYSICAL ACTIVITIES GUIDELINES

The more common 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 jogging and badminton. In the offering of physical activities, schools should cater for individual/dual activities as well as to give students the opportunity to participate from a range of physical activities offered by the school. Schools, therefore, can choose to offer 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. 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.

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.

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

- Schools should offer at least five different physical activities for every student.
- The five physical activities must be offered from at least two games categories (territorial-invasion, net-barrier and striking-fielding).
- Among the five physical activities, at least one of them should be an individual/dual physical activity.

Table 8 shows the categorisation of the commonly taught physical activities in Singapore schools.

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

- 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 five goals of Physical Education
- have a culminating event (either through an end-state game or achieving a set target)
- provide students with instruction and the opportunity to participate competently
- incorporate fitness components such as suitable resistance exercises using body weight and safety practices for students to apply their learning in the Physical Health and Safety learning area

		Games Category			Others[62]
		Territorial-invasion	Striking – Fielding	Net-barrier	
Format	**Individual / Dual**	-	-	• Badminton • Table-Tennis • Mini/Paddle Tennis • Tennis	• Swimming • Track & Field • Sport Climbing • Dance • Gymnastics
	Team	• Basketball • Football • Floorball • Handball • Hockey • Netball • Non-Contact Rugby • Ultimate Frisbee	• Cricket • Rounders • Softball	• Sepak Takraw • Volleyball • Tchoukball	

Table 8. More Commonly Taught Physical Activities in Schools (Non-Exhaustive List)

Schools can offer physical activities that are not listed in the syllabus document (e.g., Handball) as long as the design of the physical activity adheres to the requirements above. In designing the school-based physical activity LOs, the schools are to ensure the following:

- The LOs have the level of demand equivalent to the LOs for the physical activities listed in the syllabus document.
- All games-related concepts within the games category are adopted. [For Games only]
- The content is age-appropriate, involving skills and knowledge (e.g., with complexity of skills, techniques or tactical / strategic /compositional elements).

In addition, schools should take into consideration the following curricular questions before embarking on designing the school-based physical activity LOs:

- How does offering this physical activity benefit the learning experiences of the students?
- Does the department have a clear rationale for offering this physical activity?
- What are some of the safety considerations the school should note?
- Does the school have the facility/space required to teach this physical activity meaningfully?
- Is the equipment required to teach this physical activity readily available?
- Does the department have teachers who are competent to be deployed to teach this physical activity?
- Can the offering of this physical activity be sustained in the school?

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[62] Running is not included in this list as it is covered in the Fitness and Conditioning component of Physical Health and Safety learning area.

GAMES-RELATED CONCEPTS AND SKILLS

Games-related concepts[63] 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 9 describes the main intention of the game category and the games-related concepts across the three game categories. Questions in *italics* style can foster critical thinking and problem solving among the students. When done appropriately, these questions also help students to identify the games-related concepts and skills required.

Games Category	Main Intention	Games-related Concept	
		Offence	**Defence**
Net-Barrier	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.	• Winning the point *How to prevent the opponent from returning the shuttle/ball?* • Setting up an attack *Where to place the shuttle/ball away from opponent to create space and get ready to return opponent's shot?* *[Team] Where to place the ball for teammate to set up an attack?*	• Defending against an attack *How to receive and place the shuttle/ball away from opponent/to an open space?* *[Team] How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?* • Defending space *How to prevent opponent from placing shuttle/ball at an open space by moving to strategic position?*
Striking-Fielding	To place the ball away from the fielder and score runs by advancing bases safely.	• Sending into space *How to determine where and when to hit to allow batter and/or player on base(s) to advance?* • Advancing bases to score *How to enable batter and/or base runner to advance bases without being put out?*	• Defending space *How to provide support by maximising coverage?* • Defending bases *How to determine where to throw the ball to put the base runner(s) out?*

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[63] Adapted from Butler (1997), Mitchell et al. (2006, 2013, 2021), Gréhaigne et al. (2012), Ward & Griggs (2011).

Games Category	Main Intention	Games-related Concept	
		Offence	**Defence**
Territorial-Invasion	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).	• Keeping possession of the ball *How to prevent opponents from getting the ball?* • Using space to invade *How to move into position or reposition to attack the basket/goal?* • Creating space to invade *How to support ball carrier by providing space to keep teammate in possession of the ball?* • Attacking the goal *How to facilitate scoring a goal?*	• Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?* • Delaying the invasion *How to prevent ball carrier/opponents from advancing to attack the basket or score at the goal?* • Denying space to invade *How to block the offence and gain possession of the ball?* • Denying scoring opportunity *How to prevent ball carrier from attacking/scoring the basket/goal?*

Table 9. Games-related Concepts and Skill

APPLICATION OF LEARNING IN 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, and etc. Participation in competitions can help students recognise their strengths and weaknesses, learn to collaborate and communicate with others, develop adaptive thinking through responding to and creating solutions in unexpected or difficult situations, 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. They 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 formats are modified to ensure age-appropriateness of the activities. Team compositions 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
Students play a singles 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 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.

Games-related Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the shuttle?
	1. Hit the shuttle into open space or at opponent to prevent opponent from returning the shuttle.	• Smashing
		  - Forehand
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle

Setting up an attack
 	
Where to place the shuttle away from opponent to create space and get ready to return opponent's shot?
	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.
		• Serving
		  - Forehand (Low and High)
		• Hitting
		  - Net Shot (Forehand)
		  - Overhead Drop Shot (Forehand)
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle
		  - Lunge

Defence		

Defending against an attack
 	
How to receive and place the shuttle away from opponent/to an open space?
	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.
		• Hitting
		  - Net Shot (Forehand)
		  - Net lift (Forehand)
		  - Overhead clear (Forehand)
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle
		  - Lunge

Games-related Concept	Learning Outcome	Skill

Defending space
 	
How to prevent opponent from placing shuttle at an open space by moving to strategic position?
	8. Move to a strategic base position after every contact with the shuttle.	• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle

Fitness Conditioning & Safety Practices

9. Perform warm up and cool down exercises before and after participation in physical activities respectively.

10. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability [*when the physical activity is taught in Upper Secondary*].

11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

Mini/Paddle Tennis

DESCRIPTION OF THE GAME
Students play a singles tennis game using sponge / air flow balls, with appropriate rules. During game play, students execute skills of foot work, service and racquet/paddle 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 ball to place the opponents in a less advantageous offensive position.

Games-related Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the ball?
	1. Hit the ball into open space or at opponent to prevent opponent from returning the ball.	• Groundstrokes
		  - Forehand
		• Footwork
		  - Running steps
		  - Split steps

Setting up an attack
 	
Where to place the ball away from opponent to create space and get ready to return opponent's shot?
	2. Serve short (near) to create space at the rearcourt.
	
	3. Serve deep (long) to create space at the forecourt.
	
	4. Hit the ball from the forecourt to opponent's forecourt, low over the net to create space in the rearcourt.
	
	5. Hit the ball from the rearcourt to opponent's forecourt to move opponent to the front.
		• Serving
		  - Forehand (Short and Deep)
		• Hitting
		  - Netting (Forehand)
		  - Overhead (Forehand)
		• Footwork
		  - Running steps
		  - Split steps

Defence		

Defending against an attack
 	
How to receive and place the ball away from opponent/to an open space?
	6. Hit the ball from the forecourt to opponent's rearcourt to push opponent to the back.
	
	7. Hit the ball from the rearcourt to opponent's rearcourt to move opponent to the back.
		• Volley
		  - Net shot (Forehand)
		• Hitting
		  - Overhead (Forehand)
		• Footwork
		  - Running steps
		  - Split steps

Defending space
 	
How to prevent opponent from placing ball at an open space by moving to strategic position?
	8. Move to a strategic base position after every contact with the ball.	• Footwork
		  - Running steps
		  - Split steps

Fitness Conditioning & Safety Practices
9. Perform warm up and cool down exercises before and after participation in physical activities respectively. 10. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*]. Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*. 11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the ball?
	1. Hit the ball into open space.	• Driving / Smashing
		  - Forehand
		  - Backhand

Setting up an attack
 	
Where to place the ball away from opponent to create space and get ready to return opponent's shot?
	2. Serve long to the end of table.
	
	3. Hit/Place ball long, 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.
		• Serving
		  - Forehand
		  - Backhand
		• Driving / Pushing / Smashing
		  - Forehand
		  - Backhand

Defence		

Defending against an attack
 	
How to receive and place the ball away from opponent/to an open space?
	5. Move to a ready position to block the ball back to the attacker.	• Footwork
		  - Side step
		  - Cross step
		• Blocking / Pushing
		  - Forehand
		  - Backhand

Defending space
 	
How to prevent opponent from placing ball at an open space by moving to strategic position?
	6. Move and recover to a ready position after every contact with ball to prepare for the next shot.	• Footwork
		  - Side step
		  - Cross step
		• Return to the left of the centreline[64]

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[64] 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).

Fitness Conditioning & Safety Practices

7. Perform warm up and cool down exercises before and after participation in physical activities respectively.

8. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

   Modify and perform resistance exercises using body weight according to individual's needs and ability [*when the physical activity is taught in Upper Secondary*].

9. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

Volleyball

DESCRIPTION OF THE GAME
Students play a 4v4 volleyball game, with appropriate rules. 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 maximise court coverage and block off the opponents' offence to prevent the ball from landing in their own court. *Recommended area: Badminton court* *Net Height: 1.9 metres to 2 metres*

Games-related Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the ball?
	1. Hit the ball into open space.
	
	2. Serve the ball into open space.
		• Spiking / Tipping
		• Passing
		  - Overhead
		• Serving
		  - Underhand
		  - Overhead

Setting up an attack
 	
Where to place the ball for teammate to set up an attack?
	3. Pass the ball that comes over the net to a teammate.
	
	4. Set up for an offensive move.
		• Passing
		  - Forearm
		  - Overhead

Defence		

Defending against an attack
 	
How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?
	5. Block opponent's offensive attempt over the net.
	
	6. Receive and keep the ball in play.
		• Blocking
		• Digging
		• Footwork
		  - Running steps
		  - Shuffle steps
		  - Side steps
		  - Lunge

Defending the space
 	
How to prevent opponent from placing ball at an open space by moving to strategic position?
	7. Move to base position.
	
	8. Move from base position to prevent opponent from scoring.
		• Footwork
		  - Running steps
		  - Shuffle steps
		  - Side steps
		  - Lunge

Fitness Conditioning & Safety Practices

9. Perform warm up and cool down exercises before and after participation in physical activities respectively.

10. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

Tchoukball

DESCRIPTION OF THE GAME		
Students play a 5v5 tchoukball game, with appropriate rules. During game play, students execute skills of passing, receiving and shooting. They use a combination of these skills, with good form, to influence outcomes. In offence, students work with teammates to set up attacking opportunities for scoring. In defence, students cover available court space adequately to position themselves to stop opponent's attack by preventing the ball from landing outside the forbidden zone. *Recommended playing area: rectangle grid measuring approximately 20 metres x 10 metres, preferably wooden/synthetic floors (indoors) or grass.* *Recommended forbidden zone radius: 2 metres to 2.5 metres* *Recommended ceiling clearance: 7 metres*		

Games-related Concept	Learning Outcome	Skill
Offence		
Winning the point *How to prevent opponents from getting the rebound off the rebound frame?*	1. Shoot the ball on the rebound frame to rebound off and lands in open space (outside forbidden zone).	• Shooting (from a variety of angles): - Overhand shot - Underhand shot
Setting up an attack *Where to place the ball for teammate to set up an attack?*	2. Receive the ball in a ready position to pass the ball to a teammate in an advantageous position or shoot the ball on the rebound frame when there is an opportunity. 3. Set up for an offensive move after catching a rebound. 4. Set up for an offensive move to shoot the ball on either rebound frame.	• Passing: - Overhand pass - Underhand pass • Receiving
Defence		
Defending against an attack *How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?*	5. (Move to anticipate the trajectory of the rebounding ball) and catch the ball before it lands.	• Receiving • Defending stance - Half squat - Side shuffle
Defending the space *How to prevent opponent from placing ball at an open space by moving to strategic position?*	6. Move to strategic position to maximise space coverage.	• Defending stance - Half squat - Side shuffle

Fitness Conditioning & Safety Practices

7. Perform warm up and cool down exercises before and after participation in physical activities respectively.

8. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

   Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

9. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		
Sending into space *How to determine where and when to hit to allow batter and/or player on base(s) to advance?*	1. Toss (underhand) a ball into the strike zone.	• Pitching - 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.
		• Batting
		  - Ground ball
		  - Fly ball
		• Running

Advancing bases to score *How to enable batter and/or base runner to advance bases without being put out?*	4. Base runner advances to forward base when the ball is batted. 5. Run to free the base for the next runner.	• Running
Defence		

Defending space
 	
How to provide support by maximising coverage?
	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.
		• Catching
		  - Ground ball (with 1 or 2 hands)
		  - Fly ball (with 1 or 2 hands)
		• Running

Defending bases
 	
How to determine where to throw the ball to put the base runner(s) out?
	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.
		• Throwing
		  - Overhand
		  - Underhand
		• Catching
		• Ground and fly balls (with 1 or 2 hands)

Fitness Conditioning & Safety Practices

10. Perform warm up and cool down exercises before and after participation in physical activities respectively.

11. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

12. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	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.
		• Footwork
		  - 1-foot landing
		  - 2-foot landing
		  - Pivoting
		• Dodging
		  - Body feint
		  - Change of direction and pace
		• Passing
		  - Chest pass
		  - Bounce pass
		  - Overhead pass
		• Receiving

Using space to invade
 	
How to move into position or reposition to attack the basket?
	3. (Receive the ball in a ready position to shoot, pass or dribble) and dribble when there is an open lane towards the basket.	• Dribbling
		  - Dominant hand
		  - Non-dominant hand
		  - Crossover dribble

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. Dodge the defender and move into open space to create options for teammate to shoot, pass or dribble.	• Dodging
		  - Body feint
		  - Change of direction and pace

Attacking the goal
 	
How to facilitate scoring a goal?
	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.
		• Dribbling
		  - Dominant hand
		  - Non-dominant hand
		  - Crossover dribble
		• Shooting
		  - 1-handed set shot
		  - 1-handed jump shot from under the basket

Games-related Concept	Learning Outcome	Skill
Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?*	7. Intercept the pass when it is within the defender's reach. 8. Rebound the ball after a shot.	• Intercepting • Rebounding

Delaying the invasion
 	
How to block ball carrier from advancing to attack the basket?
	9. Guard the attacker to prevent the attacker from dribbling towards the basket.	• Guarding
		  - Defensive stance
		  - Positioning
		  - Slide step
		  - Drop step

Denying space to invade
 	
How to block the offence and gain possession of the ball?
	10. Guard the attacker to prevent the attacker from receiving the ball.	• Guarding
		  - Defensive stance
		  - Positioning
		  - Slide step
		  - Drop step

Denying scoring opportunity
 	
How to block ball carrier from attacking the basket?
	11. Guard the attacker to prevent the attacker from shooting.	• Guarding
		  - Defensive stance
		  - Positioning

Fitness Conditioning & Safety Practices		

12. Perform warm up and cool down exercises before and after participation in physical activities respectively.

13. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

   Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

14. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	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.
		• Shielding
		• Dodging
		  - Body Feint
		  - Stick Feint
		• Passing
		  - Forehand
		    ▪ Wrist
		    ▪ Drag
		• Receiving
		  - On forehand blade
		  - On reverse blade

Using space to invade
 	
How to move into position or reposition to attack the goal?
	3. (Receive the ball with control) and dribble into open space towards opponent's goal.	• Receiving:
		  - On forehand blade
		  - On reverse blade
		• Dribbling
		  - Forehand
		    ▪ Open[65]
		    ▪ Closed[66]
		    ▪ Cross Over[67]

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[65] The player pushes the ball forward, runs and pushes the ball forward and runs again.
[66] The ball is in contact with the stick as the player runs forward.
[67] While running with the ball, the player drags the ball across his/her body while running with the ball.

Games-related Concept	Learning Outcome	Skill

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. (Receive ball with control), fake to shoot, pass or dribble to create space
	
	5. Move away from defender into open space to create options for teammate to shoot, pass or dribble.
		• Dodging
		  - Body Feint
		  - Stick Feint

Attacking the goal
 	
How to facilitate scoring a goal?
	6. (Receive the ball with control) and shoot when there is space and within shooting range.
	
	7. Dribble into open space towards the goal and shoot within range and ability.
		• Dribbling
		  - Forehand
		    ▪ Open
		    ▪ Closed
		    ▪ Cross Over
		• Shooting
		  - Forehand
		    ▪ Wrist
		    ▪ Drag
		• Receiving
		  - On forehand blade
		  - On reverse blade

Defence		

Regaining possession of the ball
 	
How to recover the ball by looking out for opportunity to intercept?
	8. Intercept the ball when it is within the defender's reach.	• Intercepting
		  - On forehand blade
		  - On reverse blade
		  - Defensive stance
		  - Positioning

Delaying the Invasion
 	
How to block ball carrier from advancing to score at the goal?
	9. Prevent the attacker with the ball from dribbling towards the goal or passing to another attacker in an advanced position.	• Marking
		  - Defensive stance
		  - Positioning

Denying Space to Invade
 	
How to block the offence and gain possession of the ball?
	10. Run back from an advance position after losing possession to mark an attacker or cover attacking space.
	
	11. Mark the attacker and prevent the attacker from receiving the ball.
		• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block[68]
		  - Poke[69]
		  - Positioning

Denying scoring opportunity
 	
How to block ball carrier from scoring the goal?
	12. Prevent the attacker with the ball from shooting.	• Tackling
		  - Block
		  - Poke
		• Marking
		  - Defensive stance
		  - Positioning

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[68] The player approaches the ball carrier and tackles by moving the blade directly face on to the ball.
[69] The player approaches the ball carrier and lunges forward with stick in one hand to knock ball away or take possession of the ball.

Fitness & Safety Practices
13. Perform warm up and cool down exercises before and after participation in physical activities respectively. 14. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].   Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*. 15. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		
Keeping possession of the ball *How to prevent opponents from getting the ball?*	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.	• Dodging - Body feint • Passing - Using inside of the foot - Using outside of the foot - Push pass - Wall pass • Receiving - Using inside of the foot - Trapping with sole of foot • Shielding
Using space to invade *How to move into position or reposition to attack the goal?*	3. (Receive the ball with control) and dribble into open space towards the goal.	• Dribbling - Forward - Dragging the ball forward, backward and side-to-side, and turn 180 degrees
Creating space to invade *How to support ball carrier by providing space to keep teammate in possession of the ball?*	4. Move away from defender into open space to create options for teammate to pass, dribble or shoot.	• Dodging - Body feint

Games-related Concept	Learning Outcome	Skill

Attacking the goal
 	
How to facilitate scoring a goal?
	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.
		• Dribbling
		  - Forward dribble
		  - Dragging ball forward, backward, side-to-side, turn 180 degrees
		  - Turning
		    ▪ Inside
		    ▪ Outside
		• Shooting
		  - In-step

Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to intercept?*	7. Intercept the ball when it is within the defender's reach.	• Intercepting

Delaying the Invasion
 	
How to block ball carrier from advancing to score at the goal?
	8. Mark the attacker to prevent the attacker from dribbling towards the goal or passing to teammate in an advance position.	• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block tackle
		  - Poke tackle

Denying Space to Invade
 	
How to block the offence and gain possession of the ball?
	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.
		• Marking
		  - Defensive stance
		  - Positioning

Denying scoring opportunity
 	
How to block ball carrier from scoring the goal?
	11. Mark the attacker to prevent the attacker from shooting.	• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block tackle
		  - Poke tackle

Fitness Conditioning & Safety Practices		

12. Perform warm up and cool down exercises before and after participation in physical activities respectively.

13. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

14. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

Non-Contact Rugby

DESCRIPTION OF THE GAME
Students play a 4v4 rugby game without scrummaging, tackling and mauling, with appropriate rules. During game play, student execute skills of catching and passing, evasive running, scoring and defending as well as a combination of skills with good form to achieve the intended outcomes. Students demonstrate adequate ball handling skills, evasive running and spatial awareness that guides students' decision-making ability to score a try. The attacking team is allowed to pass the ball sideways or backwards while running forward to score a try by placing the ball in the score zone (over the try line). Upon being tagged, the ball carrier must stop and pass the ball to a teammate to carry on with play and attempt to score a try. In defence, students apply pressure on the ball carrier to delay invasion, deny space and opportunities to score a try by tracking and tagging ball carriers, and regain possession of the ball. *Recommended play area: Length: 20 metres to 25 metres, Width – 16 metres to 20 metres* *Recommended ball size: Rugby - size 4 ball*

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	1. Pass the ball when marked to a teammate who is free, move away from defender and into open space (on-side) to receive the ball.
	
	2. (Move away from the defender and identify gaps in opponent's defence), receive the ball to run, pass to teammates or initiate a tag.
		• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward into space
		• Passing
		• Receiving

Using space to invade
 	
How to move into position or reposition to advance towards the try line?
	3. (Receive the ball ready to run, pass or initiate a tag) and carry the ball into open space or through a gap in opponent's defence towards the try line.	• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward to space

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. Move away from defender into open space (on-side) to create options for teammate to pass, carry or score a try.	• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward to space

Games-related Concept	**Learning Outcome**	**Skill**

Attacking the goal
 	
How to facilitate scoring a try?
	5. (Carry the ball towards the try line) and score a try.	• Evasive Running
		  - Dodging defenders by moving them one way and change directions/pace
		  - Accelerate forward to space

Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to intercept?*	6. Intercept a pass when it is within the defender's reach (and attempt to run, pass or score a try).	• Receiving • Tagging - Tag / pull off tag of the ball carrier

Delaying the Invasion
 	
How to block ball carrier from advancing to score a try?
	7. Mark the ball carrier to prevent the ball carrier from advancing towards the try line.	• Marking
		  - Defensive stance
		  - Positioning
		• Tagging
		  - Tag / pull off tag of the ball carrier

Denying Space to Invade *How to block the offence and gain possession of the ball?*	8. Close the gaps in the defence line to prevent the ball carrier from advancing.	• Marking - Track the ball carrier and rest of the attackers

Denying scoring opportunity
 	
How to deny the ball carrier from scoring a try?
	9. Guard (reduce gaps) the space towards the try line to prevent the ball carrier from scoring a try.	• Tracking
		  - Track the ball carrier
		• Tagging
		  - Tag / pull off tag of the ball carrier

Fitness Conditioning & Safety Practices

10. Perform warm up and cool down exercises before and after participation in physical activities respectively.

11. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability [*when the physical activity is taught in Upper Secondary*].

12. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 teammates. 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 Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	1. Pass the ball when guarded to a teammate 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.
		• Footwork
		  - 1-foot and 2-feet landing
		  - Pivoting in all directions
		• Getting Free
		  - Straight lead
		  - Dodges (Single/Double)
		  - Change in pace
		  - Change in direction
		• Passing
		  - Chest pass
		  - Bounce pass
		  - Overhead pass
		  - Shoulder pass
		  - Lob pass
		• Receiving

Using space to invade
 	
How to move into position or reposition to attack the goal?
	3. (Receive the ball in a ready position to pass or shoot), pass to a teammate who is free to advance the ball forward towards to the goal.	• Passing
		  - Chest pass
		  - Bounce pass
		  - Overhead pass
		  - Shoulder pass
		  - Lob pass
		• Receiving

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. Dodge away from defender and move into open space to create options for teammate to pass or shoot.	• Getting Free
		  - Straight lead
		  - Dodge by changing pace and direction

Attacking the goal
 	
How to facilitate scoring a 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.	• Passing
		  - Chest pass
		  - Bounce pass
		  - Overhead pass
		  - Shoulder pass
		  - Lob pass
		• Receiving
		• Shooting

Games-related Concept	Learning Outcome	Skill
Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?*	6. Intercept the pass when it is within the defender's reach. 7. Rebound the ball after a shot.	• Intercepting • Rebounding
Delaying the invasion *How to block ball carrier from advancing or score at the goal?*	8. Defend the attacker to prevent the attacker from passing to advance the ball towards the goal.	• Defending on-the- ball player - Hands over the ball - Intercepting - Blocking
Denying space to invade *How to block the offence and gain possession of the ball?*	9. Defend the attacker to prevent the attacker from receiving the ball.	• Defending off-the-ball player - Defensive stance (Open/Close) - Defensive Footwork (Shadow defence) - Drop back
Denying scoring opportunity *How to prevent ball carrier from scoring the goal?*	10. Defend the attacker to prevent the attacker from shooting.	• Defending the shot - Hands over the ball - Intercepting - Block out
Fitness Conditioning & Safety Practices		

11. Perform warm up and cool down exercises before and after participation in physical activities respectively.

12. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

13. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

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 Concept	Learning Outcome	Skill
Offence		

Keeping possession
 	
 How to prevent opponents from getting the disc?
	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.
		• Throwing
		   - Forehand
		   - Backhand
		 • Catching
		   - Pancake catch
		   - 1 handed rim catch
		   - 2-handed rim catch
		 • Footwork
		   - Pivoting
		   - Stopping
		 • Dodging
		   - Body feint
		 • Faking
		   - Forehand fake
		   - Backhand fake

Using space to invade
 	
 How to move into position or reposition to advance towards the end-zone?
	3. Pass the disc to open space for teammates to advance towards the end-zone goal.	• Throwing
		   - Forehand
		   - Backhand
		 • Catching
		   - Pancake catch
		   - 1 handed rim catch
		   - 2-handed rim catch
		 • Footwork
		   - Pivoting
		 • Faking
		   - Forehand fake
		   - Backhand fake

Games-related Concept	Learning Outcome	Skill

Creating space to invade
 	
How to support teammate with disc by providing space to keep him/her in possession of the disc?
	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.
		• Footwork
		  - Pivoting
		  - Cutting[70]
		• Faking
		  - Forehand fake
		  - Backhand fake

Attacking the goal
 	
How to identify an open lane to facilitate scoring?
	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.
		• Throwing
		  - Forehand
		  - Backhand
		• Catching
		  - Pancake catch
		  - 1 handed rim catch
		  - 2-handed rim catch
		• Footwork
		  - Pivoting
		  - Cutting
		• Dodging
		  - Body feint
		• Faking
		  - Forehand fake
		  - Backhand fake

Defence		

Regaining possession
 	
How to regain possession by looking out for opportunity to intercept?
	8. Intercept by catching the disc or hitting the disc away from the opponent's reach.	• Catching
		  - Pancake catch
		  - 1 handed rim catch
		  - 2-handed rim catch
		• Marking
		  - Positioning

Delaying invasion *How to block thrower from a successful pass?*	9. Position one-self for effective force[71] so as to restrict thrower's line of pass.	• Marking (When marking the thrower) - Defensive Stance
Denying invasion *How to block the cutter and cause a turnover of possession?*	10. Mark to prevent cutter from getting the disc.	• Marking (When marking the cutter) - Positioning
Deny scoring opportunity *How to block thrower from scoring?*	11. Mark to prevent the cutter from receiving the disc inside the end-zone to score.	• Marking - Positioning
Thrower refers to on-the-disc attacker *Cutter refers to off-the-disc attacker*		

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[70] Cutting refers to the attacker moving away from the defender at the right time and in the right place as an open receiver.
[71] Force refers to the defender inducing the attacker to make a throw to where the rest of the defenders are positioned.

Fitness Conditioning & Safety Practices

12. Perform warm up and cool down exercises before and after participation in physical activities respectively.

13. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability [*when the physical activity is taught in Upper Secondary*].

14. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

DESCRIPTION OF THE PHYSICAL ACTIVITY		
Students learn and perform a minimum of 4 events (e.g., Hurdles, Discus) of at least one from the Track and the Field category. Students participate in the events to improve their personal performances. They strive to run faster over different distances, jump higher and further, and throw different objects (e.g., shot, discus) further.		

Event	Learning Outcome	Skill
Track		
Sprints / Middle Distance	1. Demonstrate the crouch start and running form for sprints. 2. Demonstrate the standing start and running form for distance running.	• Crouch start • React to the starting signal • Demonstrate powerful drive via proper arm swing and strides • Perform the standing start • Demonstrate optimum stride length and cadence • Demonstrate relaxed and rhythmical running • Maintain pace as fatigue develops
Hurdles	3. Demonstrate the basic techniques (approach run, take-off and clearance of height) for hurdling. 4. Demonstrate left leg and/or right leg as lead leg in a consistent and rhythmic manner.	• Run with controlled speed at approach • Perform stride patterns • Perform hurdling technique
Relay	5. Understand the rules of relay and demonstrate the relay handoff.	• Baton exchange (e.g., push pass) • Catch up with accelerating runner during relay changeover • Accelerate rapidly away from an incoming runner
Field		
High Jump	6. Demonstrate the basic techniques (approach run, take-off and clearance of height) for high jump.	• Perform jump sequence • Run with dynamic feet before take-off • Run and jump with rhythm, balance and control • Demonstrate spatial awareness in clearing the bar

Event	Learning Outcome	Skill
Long Jump	7. Demonstrate the basic jumping techniques (approach run, take-off and landing) for long jump.	• Perform jump sequence • Perform consistent sprint technique on the approach run • Demonstrate take-off at the appropriate point • Take-off with power and control • Maintain a tall body position during flight • Land safe with control and balance to maximise distance jumped
Discus	8. Demonstrate the basic techniques (grip, preparation, delivery, follow-through and delivery) for discus.	• Demonstrate the correct grip • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the discus
Javelin	9. Demonstrate the basic techniques (grip, preparation, delivery, follow-through and delivery) for javelin.	• Demonstrate the correct grip • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the javelin
Shot Putt	10. Demonstrate the basic techniques (hold, preparation, delivery, follow-through and delivery) for shot putt.	• Demonstrate the correct grip. • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the shot

Fitness Conditioning & Safety Practices

11. Perform warm up and cool down exercises before and after participation in physical activities respectively.

12. Perform resistance exercises using body weight [*when the physical activity is taught in Lower Secondary*].

    Modify and perform resistance exercises using body weight according to individual's needs and ability *[when the physical activity is taught in Upper Secondary]*.

13. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

Outdoor Education

Outdoor Education engages students' spirit of adventure, develops their resilience, and builds their connections with places (i.e., environment and its inhabitants). Students do so by exploring natural and urban environments, ranging from their immediate surroundings to other unfamiliar places. Students develop appropriate outdoor competencies (i.e., knowledge, skills, and attitudes) 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 optimise the use of their senses to be comfortable during their outdoor explorations. Familiar and unfamiliar places, in diverse natural and urban environments, provide dynamic situations for advanced learners to be adventurous, safe, and make good judgements in a wider range of outdoor activities. Building of outdoor competencies and confidence in a variety of authentic contexts would enable students to adapt to new situations and deal with challenges positively. These experiences provide opportunities for students to explore places while developing meaningful connections and the responsibility to safeguard them. Through active participation in these experiences, students learn to enjoy outdoor physical recreation and take actions to live an active, healthy, and sustainable lifestyle.

OUTDOOR EDUCATION STRANDS

Outdoor Education equips students with outdoor competencies to explore the natural and urban environments safely and responsibly. The Outdoor Education content is designed based on three strands, namely: (a) Outdoor Living, (b) Sense of Place, and (c) Risk Assessment and Management. Figure 6 illustrates the Outdoor Education framework – an overview of the content to develop the desired Outdoor Education outcomes. This content is anchored on the three core ideas of Adventure, Resilience and Connections to enhance student learning experiences through intentional lesson design and effective pedagogies, supported by affordances of the learning environment.

a. Outdoor Living

Outdoor living at the secondary school level deepens students' understanding and mastery of outdoor living skills in navigation, shelter building, outdoor cooking, and trip planning. They learn more technical outdoor competencies involving more tools and equipment; they also develop good judgement in pre-emptive planning, and application of risk assessment and management during dynamic situations in the outdoors. As students engage in more self-directed learning experiences in school and during cohort camps in unfamiliar environments, it reinforces the positive belief in their outdoor competencies.

b. Sense of Place

Sense of place emphasises the importance of developing personal connections with places. They build on their place-responsive knowledge and skills, as well as environmentally sustainable practices learnt in primary school. At secondary level, they continue to deepen their place connectedness by developing a holistic understanding of places around them. They are empowered to connect with, appreciate, and contribute to sustainable places and their communities.

c. Risk Assessment and Management

Risk assessment and management focuses on hazard identification during dynamic situations in the outdoors, risk evaluation and mitigation for outdoor participation. A safety mindset is instilled in students and they are empowered to make safe and responsible decisions so they can enjoy outdoor participation.

Figure 6. Outdoor Education Framework

The Outdoor Education lessons provide the foundation for the outdoor competencies that will enable students to be comfortable and engage in outdoor adventure experiences meaningfully. They develop a sense of connectedness with the places visited; for example, students exhibit curiosity and care to better understand and appreciate the environment and its inhabitants. This connectedness with place is likely to evoke students' appreciation for the place and motivate them to show care for it. When enjoying the outdoors, students adopt a safety mindset to make sound judgements and decisions for the safety of self and others. Such meaningful Outdoor Education experiences empower students to enjoy the benefits of being in nature and the outdoors. This also promotes students' willingness to increase their engagement in outdoor adventure, as part of living out an active and healthy lifestyle (see purpose of Physical Education in Section 1).

LESSON DESIGN CONSIDERATIONS

When designing and implementing Outdoor Education lessons, teachers should note the following:

Progression and Learning Environments

This syllabus leverages place-responsive pedagogy and experiential learning approach to increase relevance for Outdoor Education learning using authentic contexts. MOE's place-responsive pedagogical framework (details in Section 5) guides teachers in their understanding of how place is relevant to learning in Outdoor Education and how teachers can empower students in discovering the distinctiveness of places. The five pedagogical foci, when taught in a spiral and progressive manner, enable students to build personal

connections with places during exploration. As students learn place-responsive skills under the sense of place strand and have repeated engaging experiences to learn more about places, the process will deepen their desire to connect with places and its inhabitants. At the end of secondary level, students are empowered to develop special relationships with places and its inhabitants; they evolve from learning about places to caring for them through small actions.

Teachers should design activities to facilitate students' movement while considering the affordances of places in a variety of learning environments with urban and natural environments. These may include outdoor sports facilities, corridors, gardens, parks and water bodies within the school and its neighbourhood. To develop students' connectedness to place or nature, learning opportunities should enable students to spend time to connect with places, including green and blue spaces. During lessons, they explore the surroundings in an engaging and meaningful way, guided by the place-responsive pedagogical foci. In this learning process, they find stories of others' connection to place; they create new stories of their personal connection; and they are facilitated to create their representations of place. Most importantly, they experience joy when learning about self, others, and the environment when in the outdoors.

Teachers and students should establish and enforce routines for use of equipment and expected behaviour for safe and respectful exploration of places. For example, before the start of each lesson, students are empowered to check the weather forecast to gain information useful for outdoor learning. In the outdoors, students keep to the boundaries, know how to stay safe, and show respect to others and the environment while making themselves comfortable. Learning opportunities that impress upon students the desired outdoor attitudes to engage their spirit of adventure, develop their resilience and build connections with places should also be incorporated in every lesson.

As with other aspects of learning, skill development should be scaffolded, conducted in stages and enjoyable for learners. Some outdoor competencies can be achieved through 1 or 2 lessons, while others will require distributed practice through a series of lessons. Teachers should reinforce previously learnt competencies during the introduction of new knowledge and skills. By drawing connections from their experiences, students gain deeper understanding and mastery of outdoor competencies within a holistic curriculum.

MODULAR FORMAT AND LEARNING OUTCOMES

The learning outcomes are organised in a modular format in the topics of navigation, outdoor cooking, shelter building, and trip planning. Each topic consists of two modules and specifies minimally what students should achieve by the end of Secondary 1 and by the end of Secondary 3. Ideally, students should complete the Secondary 1 content in preparation for their 4-Day 3-Night outdoor adventure learning cohort camps. For content to be achieved by the end of Secondary 3, it can be taught in Secondary 2 or Secondary 3 to prepare students for their 5-Day 4-Night outdoor adventure learning cohort camps.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

Themes

The Outdoor Education content is organised by themes revolving around exploring places. Table 10 shows the themes across the secondary school years for Outdoor Education lessons and culminating events. The learning outcomes are designed to align with the progressive learning contexts and focus on enabling students to explore places, starting from students' immediate surroundings (e.g., new school environment in Secondary 1) to other unfamiliar locations (e.g., outdoor campsites or overseas locations). Themes are coupled with the pedagogical foci (see Section 5) to emphasise the importance of spending time to connect with places, starting from learning about places to developing special relationships with them and their inhabitants in primary levels. For secondary levels, students build on these place-responsive competencies. In lower secondary levels, they deepen their connectedness and appreciation of place. At upper secondary levels, they are facilitated to gain an awareness of potential social and environmental concerns of the place and possibly, create small initiatives to care for it.

Themes are used to increase relevance for learning and allow integration of the three strands using authentic contexts. The learning outcomes from the three strands should be integrated (where possible) instead of being taught in isolation. For example, Secondary 1 students will learn navigational skills to explore the distinctiveness of the new school environment; they gain a holistic understanding of the place by spending time to build personal connections with it. Students should exhibit these outdoor competencies whilst adopting a safety mindset. Lessons for each level are designed such that students learn the outdoor competencies required for them to engage in topics relating to the assigned theme before moving to the next level. Some modules are more relatable to the assigned themes while others may appear more technical in nature. On the whole, the various modules at each level develop students' outdoor competencies that can be applied during their cohort camps and enable them to enjoy camping and appreciate the outdoors.

Culminating Events

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 contexts engage students' senses to connect with place, presenting them with opportunities for problem-solving and decision-making to develop their spirit of adventure and resilience, both individually and in groups. Students learn how to prepare for these contexts, move through the respective outdoor environments with others meaningfully, confidently, and safely, whilst ensuring their basic needs are met. They also experience actual consequences of their actions and decisions that affect themselves, the environment, and the people around them. Hence, students should participate in:

- a 4-Day 3-Night outdoor adventure learning cohort camp by the end of Secondary 1; and
- a 5-Day 4-Night outdoor adventure learning cohort camp by the end of Secondary 3.

At Secondary 1, students apply the outdoor competencies learnt in primary school to develop a sense of place with their new school environment. They continue to deepen their outdoor competencies; they learn more complex knowledge and skills during their Secondary 1 Outdoor Education lessons in preparation for extended residential camping. They will then apply these competencies during a 4-Day 3-Night residential camp with their peers where they will plan and undertake a day trip during the camp to connect with outdoor places outside the campsite safely. This culminating event provides opportunities for students to synthesise, apply and make meaningful and safe decisions in authentic situations and tasks set in the outdoors.

At Secondary 3, they would have developed key outdoor competencies to navigate their way around unfamiliar places and make meaningful and safe decisions in an outdoor setting. Through the education years, they will gradually develop a personal connection with places such as their school and the surrounding neighbourhood and be empowered to take action to care for these places.

Level	Secondary 1	Secondary 2	Secondary 3
Theme	Connecting with my environment and community	Appreciating and contributing to my environment and community	
Culminating Event	4-Day 3-Night outdoor adventure learning cohort camp	-	5-Day 4-Night outdoor adventure learning cohort camp

Table 10. Themes for Lessons and Culminating Events across Secondary Levels

LEARNING OUTCOMES

<table>
<tr><td colspan="2" align="center">SECONDARY 1 – NAVIGATION</td></tr>
<tr><td colspan="2">Theme: Connecting with my environment and community
Students explore the distinctiveness of the new school safely through navigation activities. Learning opportunities are provided to build students' holistic understanding of places around them.</td></tr>
<tr><td>Strand</td><td>Learning Outcome</td></tr>
<tr><td>Outdoor living</td><td>1. Orientate oneself in the school by making map-to-ground comparison.
2. Navigate between places in the school using sensory and environmental cues.</td></tr>
<tr><td>Sense of place</td><td>1. Identify and describe the distinctive aspects of the school.
2. Demonstrate environmentally sustainable practices during navigation activities in school.</td></tr>
<tr><td>Risk assessment and management</td><td>1. Identify potential hazards and risks while navigating around the school.
2. Take actions to mitigate the identified risks.</td></tr>
</table>

<table>
<tr><td colspan="2" align="center">SECONDARY 2 OR 3 – NAVIGATION</td></tr>
<tr><td colspan="2">Theme: Appreciating and contributing to my environment and community.
Students explore the distinctiveness of the neighbourhood safely through navigating a route between key landmarks using digital and non-digital tools. Learning opportunities are provided to build students' holistic understanding of places around them and empower them to take simple personal actions to care for their environment.</td></tr>
<tr><td>Strand</td><td>Learning Outcome</td></tr>
<tr><td>Outdoor living</td><td>1. Determine and indicate directions using digital and non-digital navigation tools.
2. Identify distinctive places in the neighbourhood and describe their locations.
3. Estimate the distance between places using the map scale and pacing.</td></tr>
<tr><td>Sense of place</td><td>1. Identify and describe aspects of distinctive places in the neighbourhood.
2. Apply environmentally sustainable practices during navigation activities in the neighbourhood.</td></tr>
<tr><td>Risk assessment and management</td><td>1. Identify potential hazards and risks while navigating the urban environment.
2. Take actions to mitigate the identified risks.</td></tr>
</table>

SECONDARY 1 – OUTDOOR COOKING	
Theme: Connecting with my environment and community	
Students adopt safe and environmentally sustainable practices to set up a fire for outdoor cooking. Learning opportunities are provided to build students' holistic understanding of places around them.	
Strand	**Learning Outcome**
Outdoor living	1. Understand the considerations of site selection to start a fire for outdoor cooking. 2. Demonstrate safe use of fire-starting and outdoor cooking equipment. 3. Start, maintain, and extinguish a fire safely. 4. Demonstrate care for equipment.
Sense of place	1. Demonstrate environmentally sustainable practices when setting up a fire for outdoor cooking.
Risk assessment and management	1. Identify the potential hazards and risks associated with using stoves and fires. 2. Take actions to mitigate the identified risks. 3. Demonstrate safe and hygienic practices during outdoor cooking.

SECONDARY 2 OR 3 – OUTDOOR COOKING	
Theme: Appreciating and contributing to my environment and community.	
Students adopt safe and environmentally sustainable practices to cook a meal in the outdoors. Learning opportunities are provided to build students' holistic understanding of places around them and empower them to take simple personal actions to care for their environment.	
Strand	**Learning Outcome**
Outdoor living	1. Evaluate the suitability of a selected site for outdoor cooking. 2. Set up a fire to prepare a dish or snack as a group. 3. Demonstrate care for equipment.
Sense of place	1. Apply environmentally sustainable practices during outdoor cooking.
Risk assessment and management	1. Identify the potential hazards and risks associated with outdoor cooking. 2. Take actions to mitigate the identified risks. 3. Demonstrate safe and hygienic practices during outdoor cooking.

SECONDARY 1 – SHELTER BUILDING	
Theme: Connecting with my environment and community	
Students adopt safe and environmentally sustainable practices to pitch a tent for an overnight camp. Learning opportunities are provided to build students' holistic understanding of places around them.	
Strand	**Learning Outcome**
Outdoor living	1. Understand the considerations for selecting a suitable site for pitching a tent. 2. Pitch and dismantle a tent correctly. 3. Demonstrate care for tent-pitching equipment.
Sense of place	1. Demonstrate environmentally sustainable practices when tent-pitching.
Risk assessment and management	1. Identify the potential hazards and risks associated with tent-pitching. 2. Take actions to mitigate the identified risks.

SECONDARY 2 OR 3 – SHELTER BUILDING	
Theme: Appreciating and contributing to my environment and community.	
Students adopt safe and environmentally sustainable practices to build a shelter for different scenarios in the outdoors. Learning opportunities are provided to build students' holistic understanding of places around them and empower them to take simple personal actions to care for their environment.	
Strand	**Learning Outcome**
Outdoor living	1. Evaluate the suitability of the selected site for building shelters. 2. Design and build an appropriate shelter for a specific purpose. 3. Demonstrate the key principles of pitching and dismantling improvised shelters. 4. Demonstrate care for shelter-building equipment.
Sense of place	1. Apply environmentally sustainable practices when building shelters.
Risk assessment and management	1. Identify the potential hazards and risks associated with building shelters. 2. Take actions to mitigate the identified risks.

SECONDARY 1 – TRIP PLANNING

Theme: Connecting with my environment and community

Students plan and apply outdoor living skills in the exploration of green and blue spaces in a day trip. Learning opportunities are provided to build students' holistic understanding of places around them.

Strand	Learning Outcome
Outdoor living	1. Plan for a day trip with considerations for the route and personal pack list.
Sense of place	1. Explore the distinctiveness of places during the day trip. 2. Demonstrate environmentally sustainable practices and show care for places.
Risk assessment and management	1. Identify the potential hazards and risks for the day trip. 2. Take actions to mitigate the identified risks. 3. Plan for inclement weather.

SECONDARY 2 OR 3 – TRIP PLANNING

Theme: Appreciating and contributing to my environment and community.

Students plan and apply outdoor living skills in the exploration of green and blue spaces in a trip with overnight camping component. Learning opportunities are provided to build students' holistic understanding of places around them and empower them to take simple personal actions to care for their environment.

Strand	Learning Outcome
Outdoor living	1. Plan for a trip with an overnight camping component. 2. Understand the key principles of packing personal and group equipment for an overnight trip.
Sense of place	1. Explore the distinctiveness of places during an overnight trip. 2. Apply environmentally sustainable practices and show care for places.
Risk assessment and management	1. Identify the potential hazards and risks for an overnight trip. 2. Take actions to mitigate the identified risks. 3. Demonstrate field hygiene while on a trip.

Physical Health and Safety

Physical Health and Safety support students in their development of healthy lifestyle practices and pursuit of a lifetime of active and healthy living. Through authentic learning experiences, students develop an understanding in physical health concepts, healthy and active living, safe practices, and personal hygiene. They pursue physical activities that interest them regularly and safely, make healthier food choices and take care of themselves. Building on the knowledge, skills and learning experiences, students learn to evaluate their lifestyles and work towards healthier behaviours. As students mature, they build the commitment to lead an active and heathy lifestyle and encourage others to do so.

PHYSICAL HEALTH AND SAFETY STRANDS

The content areas are organised under the four strands, namely: (a) Physical Fitness, (b) Safety and Risk Management, (c) Nutrition, and (d) Personal Hygiene and Self-Care. Through the four strands, students develop an understanding of physical health concepts, healthy and active living, safe practices, and personal hygiene. With the understanding, students apply the skills and knowledge to participate in physical activities regularly and safely, make healthier food choices and take care of themselves, developing a sense of personal responsibility towards active and healthy living. Students make connections between what they have learn in class and their environment to exhibit health-enhancing behaviours and work towards sustained commitment in safe, active and healthy lifestyles. To better facilitate students making the connections, some of the learning outcomes for safety and physical fitness are integrated into the Physical Activities and Outdoor Education learning areas.

a. Physical Fitness

Physical fitness refers to the ability of the body systems to work together efficiently to allow one to be healthy and perform activities of daily living. Through this strand, students are introduced to concepts and knowledge related to the musculoskeletal system and its relation to physical activities and physical fitness, and the benefits of physical activities to physical health and fitness. Students will be equipped with skills and knowledge to improve their health-related and skills-related fitness, and to participate in physical activities safely. In order to promote lifelong participation in physical activities for physical health, students will be guided to develop and implement their training plans.

The Physical Fitness strand seeks to promote students' enjoyment in physical activities towards active lifestyle. It includes a fitness and conditioning component (about 8 hours per level) where students are introduced to the essential skills and knowledge required for running and resistance exercises using body weight. At Secondary 1 and 2, the component focuses on running and resistance exercise using body weight. At Secondary 3 and 4, the component aims to introduce students to other types of cardiovascular exercises and execute a combination of bodyweight exercises.

b. Safety and Risk Management

The strand on Safety and Risk Management seeks to instil in our students a safety mindset when they participate in activities. Students apply the skills and knowledge to be able to participate in physical activities safely, for example to assess and manage the risks and respond and manage emergencies. At the secondary level, students are able to assess and manage risks in more complex situations and while planning physical activities. Students learn to respond and manage emergencies as they learn about simple first aid and CPR-AED protocols.

c. Nutrition

Through the strand on Nutrition, students learn about the nutritional requirements in relation to exercise and participation in physical activities. Students understand the importance of macronutrients and micronutrients to which are necessary for

participation in and recovery after physical activities. They discuss topics such as alternative diets, supplement intake and intake of sports drinks. Students will be equipped with the skills and knowledge to make informed decisions in relation to healthy eating, which is an important component towards healthy living.

d. Personal Hygiene and Self-Care

At the secondary level, this strand focuses on Self-Care rather than Personal Hygiene. Through the strand, students are introduced to the skills and knowledge essential to maintain physical health such as regular physical activity including limiting sedentary activities, nutrition, and sufficient sleep. Students will be able to apply the skills and knowledge to make informed decisions related to physical health in their daily life. To facilitate lifelong active and healthy living, students identify strategies and are equipped with the skills to work towards healthier behaviours and habits. In order for students to better appreciate the importance of health-enhancing behaviours, the syllabus takes into account the behaviours that are more relevant to students' current stage of life, for example, sleep and healthy eating when eating out.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

Students will apply the skills and knowledge to make informed decisions related to physical health in their daily life. They will be guided to develop and enact the following:

- An exercise plan to achieve personal goal for physical health in Secondary 2
- An action plan to form a health practice(s) towards healthier behaviour(s) in Secondary 4

At Secondary 2, students develop an exercise plan to achieve a personalised goal for physical health. In developing the plan, students will apply skills and knowledge on types of exercises, FITT principle, risk assessment and strategies such as goal setting, action planning and monitoring their improvement to work towards their target.

At Secondary 4, students apply the skills and knowledge to develop and enact an action plan to work towards a personalised physical health goal. Based on their concerns or interests, students decide on the health goal, such as fitness, regular physical activities or healthy diet, they want to pursue. They develop a plan where they set their goal, plan the actions and monitor their progress, apply the knowledge that they have learnt in Physical Health and Safety (e.g., principles of training and methods of training to build physical fitness, healthy nutrition, safety and risk management) and identify ways to overcome barriers that they come across when enacting the plan. They are also able to discuss with their friends on tips on how to sustain the behaviour to achieve or maintain their health goal. Through the culminating activity, students experience the process which they can adopt to form a health habit. Through the positive experiences, students' confidence in their skills and knowledge is reinforced. This builds their self-efficacy in enacting the practices of an active and healthy lifestyle.

LEARNING OUTCOMES

SECONDARY 1 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	• Identify the main muscle groups in relation to physical activities. • Perform resistance exercises using body weight. *[This LO is to be reinforced in the Physical Activity learning area and further contextualised according to the specific physical activities that are taught.]* • Run efficiently and safely. • Understand the factors that promote participation in physical activities for recreation, health, and fitness.
Safety and Risk Management	• Perform warm up and cool down exercises before and after participation in physical activities respectively. *[This LO is to be reinforced in the Physical Activity learning area and contextualised according to the specific physical activities that are taught.]* • Identify potential hazards and take actions to mitigate risks while participating in physical activities. *[This LO is to be reinforced and contextualised in the Physical Activities and Outdoor Education learning areas.]* • Perform cardiopulmonary resuscitation (CPR) and use automated external defibrillator (AED) to support the safety of others when participating in physical activities in situation of a cardiac arrest.
Nutrition	• Understand the constituents of and guidelines related to healthy lifestyle. • Understand the importance of sleep.
Personal Hygiene and Self-Care	

SECONDARY 2 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	• Perform various exercises to improve health- and skill-related fitness. • Modify and perform resistance exercises using body weight according to individual's needs and ability. *[This LO is to be reinforced in the Physical Activity learning area and further contextualised according to the specific physical activities that are taught.]* • Complete a run of at least 2.4km safely. • Understand how technology can be used to monitor an individual performance in physical activity. • Develop and enact an exercise plan to achieve personal goal for physical health. *[This is a culminating activity.]*
Safety and Risk Management	• Identify potential hazards and take actions to mitigate risks while planning and participating in physical activities. • Apply simple first aid to manage common sports injuries.
Nutrition	• Understand the concept of energy balance and its relation to physical activities, nutrition, and basic body functions.
Personal Hygiene and Self-Care	• Understand the role of habit formation in maintaining a healthy lifestyle. • Apply strategies of goal setting, action planning and monitoring to work towards healthier behaviours.

SECONDARY 3 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	• Modify and perform bodyweight exercises that involve a combination of movement for resistance training according to individual's needs and ability. *[This LO is to be reinforced in the Physical Activity learning area and further contextualised according to the specific physical activities that are taught in Secondary 3-5.]* • Explore different aerobic exercises and participate in them according to individual's interest.
Safety and Risk Management	• Identify potential hazards and take actions to mitigate risks while planning and participating in physical activities for self and others
Nutrition	• Understand the nutritional requirements for regular participation in physical activities. • Understand the role of sports drinks and their effects of excessive consumption. • Understand the types of performance enhancing supplements and their effects on health.
Personal Hygiene and Self-Care	• Evaluate sleep routine and identify ways to improve sleep.

SECONDARY 4 – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	• Understand the training methods to improve health- and skills-related fitness. • Evaluate individual's health-related and skill-related fitness components. • Identify ways to make participation of physical activities enjoyable and explore these activities recreationally.
Safety and Risk Management	• Know the safe practices when using the health and fitness room (weight room).
Nutrition	• Evaluate individual's eating habits and identify ways to improve their diet. • Understand alternative diets and their effects on health.
Personal Hygiene and Self-Care	• Discuss ways to overcome barriers when forming a habit(s). • Develop and enact an action plan to form a health practice(s) towards healthier behaviour(s). *[This is a culminating activity.]*

3.3 Character and Citizenship Education Developmental Milestones (Secondary Level)

In this Physical Education syllabus, learning outcomes are identified for each core value, presented in the form of related social-emotional competencies as Developmental Milestones. Teachers 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. The Physical Education lesson primarily focuses on the psychomotor and cognitive outcomes. Thereafter, the affective outcomes are appropriately layered over the physical activities, while maintaining high physical and cognitive engagement time.

These Developmental Milestones are not intended to be benchmarks for evaluation purposes but as reference points for coordination and alignment in Character and Citizenship Education efforts to achieve coherence across subjects and learning experiences in schools.

LEARNING OUTCOMES

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.
What it means in 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, classmates and the environment. He values contributions made by others. He abides by the rules of the game.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.1.4a] The student consciously incorporates positive influences, constructive feedback from others and personal experiences in the construction of his/her self-perception and identity.	[CCE 1.1.5a] The student evaluates accuracy of self-perception, and analyses implications of self-perception.
Social Awareness & Relationship Management	[CCE 2.2.4b] The student understands situations from a wider perspective, and shows empathy towards others.	[CCE 2.2.5b] The student appreciates the complexity of multiple perspectives to deepen his/her understanding of others and situations.
Responsible Decision Making	[CCE 3.1.4b] The student keeps an open mind and learns from the perspectives of others, while being clear about his/her own perspectives on the issues.	[CCE 3.1.5b] The student keeps an open mind and learns from the perspectives of others, while being clear about his/her own perspectives on the issues.

OFFICIAL (OPEN)

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.
What it means in PE	In PE, the student understands the responsibilities of being a member of the group, class, school and the environment. He/she takes the initiative and contributes readily to the group, class, school and the environment. He/she is willing to learn from his/her mistakes. He/she also requires little or no supervision by the teacher.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.1.4b] The student takes actions to develop his/her character strengths, values, talents, skills and interests.	[CCE 1.1.5b] The student applies knowledge of his/her character strengths, values, talents, skills, and interests to be a positive influence.
Social Awareness & Relationship Management	[CCE 2.1.4b] The student resists negative influences and acts as a positive influence on others.	[CCE 2.1.5b] The student stands up against negative influences and is an advocate for positive change.
Responsible Decision Making	[CCE 3.1.4a] The student recognises and evaluates the motives behind his/her decisions and actions. He/she has the moral courage to make values-based decisions regardless of circumstances.	[CCE 3.1.5a] The student reflects on and evaluates moral issues when making decisions. He/she acts on and lives by responsible decisions, and has the conviction to stand by the decisions made.

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.
What it means in 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.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.3.4b] The student shows appreciation for his/her ability to handle challenges.	[CCE 1.3.5b] The student develops the ability to see hope in the face of adversity.
Social Awareness & Relationship Management	-	-
Responsible Decision Making	[CCE 3.1.4a] The student recognises and evaluates the motives behind his/her decisions and actions. He/she has the moral courage to make values-based decisions regardless of circumstances.	[CCE 3.1.5a] The student reflects on and evaluates moral issues when making decisions. He/she acts on and lives by responsible decisions, and has the conviction to stand by the decisions made.

Integrity

What it means	A person of integrity upholds ethical principles and has moral courage to stand up for what is right.
What it means in PE	In PE, the student has strong moral values that consistently guide his/her decisions and actions. He/she displays sportsmanship by participating in the physical activities fairly and makes ethical decisions when handling conflicts. He/she stands up for what is right.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.2.4b] The student evaluates and improves strategies for self-control.	[CCE 1.2.5b] The student applies moral reasoning to demonstrate self-control and exercise sound judgement in various contexts.
Social Awareness & Relationship Management	[CCE 2.1.4b] The student resists negative influences and acts as a positive influence on others.	[CCE 2.1.5b] The student stands up against negative influences and is an advocate for positive change.
Responsible Decision Making	[CCE 3.1.4a] The student recognises and evaluates the motives behind his/her decisions and actions. He/she has the moral courage to make values-based decisions regardless of circumstances.	[CCE 3.1.5a] The student reflects on and evaluates moral issues when making decisions. He/she acts on and lives by responsible decisions, and has the conviction to stand by the decisions made.

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.
What it means in PE	In PE, the student demonstrates consideration and empathy for others and the environment. He/she is considerate to them. He/she puts others' needs before his/her own. He/she takes the initiative to help them. He/she appreciates and shows care for the environment.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.2.4a] The student exercises continuous self-monitoring and self-reflection to improve how he/she regulates emotions, thoughts and behaviours.	[CCE 1.2.5a] The student identifies what causes emotional reactions, and evaluates internal and external expectations, in order to manage his/her emotions, thoughts and behaviour.
Social Awareness & Relationship Management	[CCE 2.1.4a] The student values positive relationships with friends.	[CCE 2.1.5a] The student recognises and cherishes positive relationships to build a supportive group of friends.
Responsible Decision Making	[CCE 3.1.4a] The student recognises and evaluates the motives behind his/her decisions and actions. He/she has the moral courage to make values-based decisions regardless of circumstances.	[CCE 3.1.5a] The student reflects on and evaluates moral issues when making decisions. He/she acts on and lives by responsible decisions, and has the conviction to stand by the decisions made.

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.
What it means in 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.

Social Emotional Competencies	Lower Sec	Upper Sec
Self Awareness & Self Management	[CCE 1.2.4a] The student exercises continuous self-monitoring and self-reflection to improve how he/she regulates emotions, thoughts and behaviours.	[CCE 1.2.5a] The student identifies what causes emotional reactions, and evaluates internal and external expectations, in order to manage his/her emotions, thoughts and behaviour.
Social Awareness & Relationship Management	[CCE 2.2.4a] The student identifies social stereotyping and reflect on his/her own biases.	[CCE 2.2.5a] The student has a deep understanding of the varied and shared values of different groups in the class to work towards cohesion.
Responsible Decision Making	[CCE 3.1.4b] The student keeps an open mind and learns from the perspectives of others, while being clear about his/her own perspectives on the issues.	[CCE 3.1.5b] The student keeps an open mind and learns from the perspectives of others, while being clear about his/her own perspectives on the issues.

4. PRE-UNIVERSITY LEVEL SYLLABUS CONTENT

4.1 Overview

KEY ATTRIBUTES OF STUDENTS AND LEARNING EXPERIENCES

The purpose of Physical Education is to enable students to demonstrate individually and with others, the skills, knowledge 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 curriculum, which aims to develop **Committed Participants** who demonstrate a conscious decision and action to pursue personal excellence, and are a role-model to their family and friends in leading an active and healthy lifestyle.

The pre-university Physical Education curriculum further improves the students' existing skills and knowledge 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 and enjoy the activity. Students will also continue to broaden their learning of healthy practices and knowledge to further develop them into individuals who exemplify the pursuit of 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 Participants.

CONTENT ORGANISATION

Learning Areas

The learning areas and strands that help to facilitate the organisation of these experiences at the pre-university level are presented in Table 11.

Learning Area	Strand
Physical Activity	• Games-related Concepts and Skills • Fitness Conditioning and Safety Practices
Physical Health and Safety	• Physical Fitness • Safety and Risk Management • Nutrition • Personal Hygiene and Self-Care

Table 11. Learning Areas and Strands at the Pre-University Level

The Learning Outcomes (LOs) in the two learning areas 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 Safety 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.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

By the end of Pre-university 2/3, students will have experienced at least 1 recreational competition organised by the school. In addition, they will have experienced developing and enacting a plan for self or others to work towards a healthier lifestyle.

4.2 Learning Areas

Physical Activity

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.

PHYSICAL ACTIVITIES OFFERINGS

At the Pre-University level, students are given the opportunity to revisit physical activities that they have learnt at the Secondary level or pick up new physical activities. They should be given opportunity to participate in physical activities, which are individual, dual or team in nature, of their choice. Since students would have basic competencies which they acquired by the end of secondary school, students would be refining their skills or working towards learning higher level skills in the physical activity that they are revisiting while seeking to achieve the same learning outcomes. Besides this, students may progress to play the actual format of the game. Through differentiated instructions, students who are learning new physical activities will be guided on the basic skills and concept of the game before they experience a recreational competition.

PHYSICAL ACTIVITIES GUIDELINES

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

- Schools should offer at least five physical activities for every student.
- Students should participate in at least one activity that is individual/dual in nature and a team activity.
- Students should be given the opportunity to select from a range of activities provided by the school.
- Students should have at least one recreational competition experience during their pre-university education.

In addition to the above guidelines, the following must be taken into consideration in the delivery of the physical activities:

- have at least 10 hours of curriculum time per physical activity
- include learning outcomes which are aligned to the five goals of Physical Education
- have a culminating event (either through an end-state game or achieving a target set)
- incorporate fitness component such as relevant resistance exercises using body weight and safety practices for students to apply their learning in the Physical Health and Safety learning area

Schools can offer physical activities that are not listed in the syllabus document as long as the design of the physical activity adheres to the requirements above. In designing the school-based physical activity LOs, the school has to ensure the following:

- The LOs have the level of demand equivalent to the LOs for the physical activities listed in the syllabus document.
- All games-related concepts within the games category are adopted. (For Games only)
- The content is tailored to students' ability, involving skills and knowledge (e.g., complexity of skills, techniques or tactical / strategic /compositional elements).
- The culminating event allows students to extend their skills applications and can mirror game format in the full game setting (e.g., 7v7 Football with goalkeeper, 6v6 Volleyball, 7v7 Netball).

In addition, schools should take into consideration the following curricular questions before embarking in designing the school-based physical activity LOs:

- How does offering this physical activity benefit the learning experiences of the students?
- Does the department have clear rationale for offering this physical activity?
- What are some of the safety considerations the school needs to take note of?
- Does the school have the facility/space required to teach this physical activity meaningfully?
- Is the equipment required to teach this physical activity readily available?
- Does the department have teachers who are competent to be deployed to teach this physical activity?
- Can the offering of this physical activity be sustained in the school?

Table 12 shows the categorisation of the commonly taught physical activities in Singapore schools.

		Games Category			Others[72]
		Territorial-invasion	Striking – Fielding	Net-barrier	
Format	**Individual / Dual**	-	-	• Badminton • Table-Tennis • Mini/Paddle Tennis • Tennis	• Swimming • Track & Field • Sport Climbing • Dance • Gymnastics
	Team	• Basketball • Football • Floorball • Handball • Hockey • Netball • Non-Contact Rugby • Ultimate Frisbee	• Cricket • Rounders • Softball	• Sepak Takraw • Volleyball • Tchoukball	

Table 12. More Commonly Taught Physical Activities in Schools (Non-Exhaustive List)

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[72] Running is not included in this list as it is covered in the Fitness and Conditioning Component of Physical Health and Safety.

GAMES-RELATED CONCEPTS AND SKILLS

Games-related concepts[73] 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 13 describes the main intention of the game category and the games-related concepts across the three game categories. Questions in *italics* style can foster critical thinking and problem solving among the students. When done appropriately, these questions also help students to identify the games-related concepts and skills required.

Games Category	Main Intention	Games-related Concept	
		Offence	**Defence**
Net-Barrier	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.	• Winning the point *How to prevent the opponent from returning the shuttle/ball?* • Setting up an attack *Where to place the shuttle/ball away from opponent to create space and get ready to return opponent's shot?* *[Team] Where to place the ball for teammate to set up an attack?*	• Defending against an attack *How to receive and place the shuttle/ball away from opponent/to an open space?* *[Team] How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?* • Defending space *How to prevent opponent from placing shuttle/ball at an open space by moving to strategic position?*
Striking-Fielding	To place the ball away from the fielder and score runs by advancing bases safely.	• Sending into space *How to determine where and when to hit to allow batter and/or player on base(s) to advance?* • Advancing bases to score *How to enable batter and/or base runner to advance bases without being put out?*	• Defending space *How to provide support by maximising coverage?* • Defending bases *How to determine where to throw the ball to put the base runner(s) out?*

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73 Adapted from Butler, J. (1997), Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2006, 2013), Ward, G & Griggs, G. (2011).

Games Category	Main Intention	Games-related Concept	
		Offence	**Defence**
Territorial-Invasion	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).	• Keeping possession of the ball *How to prevent opponents from getting the ball?* • Using space to invade *How to move into position or reposition to attack the basket/goal?* • Creating space to invade *How to support ball carrier by providing space to keep teammate in possession of the ball?* • Attacking the goal *How to facilitate scoring a goal?*	• Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?* • Delaying the invasion *How to prevent ball carrier/opponents from advancing to attack the basket or score at the goal?* • Denying space to invade *How to block the offence and gain possession of the ball?* • Denying scoring opportunity *How to prevent ball carrier from attacking/scoring the basket/goal?*

Table 13. Games-related Concepts and Skills

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

By the end of Pre-University 2/3, students will have experienced at least 1 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, and etc. Participation in competitions can help students recognise their strengths and weaknesses, learn to collaborate and communicate with others, develop adaptive thinking through responding to and creating solutions in unexpected or difficult situations, 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. They 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 formats are modified to cater to their skill levels. Team compositions 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
Students play a singles 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 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.

Games-related Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the shuttle?
	1. Hit the shuttle into open space or at opponent to prevent opponent from returning the shuttle.	• Smashing
		  - Forehand
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle

Setting up an attack
 	
Where to place the shuttle away from opponent to create space and get ready to return opponent's shot?
	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.
		• Serving
		  - Forehand/ **Backhand** (Low and High)
		• Hitting
		  - Net Shot (Forehand/ **Backhand**)
		  - Overhead Clear (Forehand/ **Backhand)**
		  - Overhead Drop Shot (Forehand)
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle
		  - Lunge

Defence		

Defending against an attack
 	
How to receive and place the shuttle away from opponent/to an open space?
	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.
		• Hitting
		  - Net shot (Forehand/ **Backhand)**
		  - Net lift (Forehand/ **Backhand)**
		  - Overhead clear (Forehand/ **Backhand**)
		• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle
		  - Lunge

Games-related Concept	Learning Outcome	Skill

Defending space
 	
How to prevent opponent from placing shuttle at an open space by moving to strategic position?
	8. Move to a strategic base position after every contact with the shuttle.	• Footwork
		  - Running steps
		  - Split steps
		  - Side shuffle

Fitness Conditioning & Safety Practices
9. Perform warm up and cool down exercises before and after participation in physical activities respectively. 10. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

Mini/Paddle Tennis*

DESCRIPTION OF THE GAME		
Students play a singles tennis game using sponge / air flow balls, with appropriate rules. During game play, students execute skills of foot work, service and racquet/paddle 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.		
Games-related Concept	**Learning Outcome**	**Skill**
Offence		
Winning the point *How to prevent the opponent from returning the ball?*	1. Hit the ball into open space or at opponent to prevent opponent from returning the ball.	• Groundstrokes - Forehand/ **Backhand** • Footwork - Running steps - Split steps
Setting up an attack *Where to place the ball away from opponent to create space and get ready to return opponent's shot?*	2. Serve short (near) to create space at the rearcourt. 3. Serve deep (long) to create space at the forecourt. 4. Hit the ball from the forecourt to opponent's forecourt, low over the net to create space in the rearcourt. 5. Hit the ball from the rearcourt to opponent's forecourt to move opponent to the front.	• Serving - Forehand (Short and Deep) • Hitting - Netting (Forehand/ **Backhand**) - Overhead (Forehand/ **Backhand**) • Footwork - Running steps - Split steps
Defence		
Defending against an attack *How to receive and place the ball away from opponent/to an open space?*	6. Hit the ball from the forecourt to opponent's rearcourt to push opponent to the back. 7. Hit the ball from the rearcourt to opponent's rearcourt to move opponent to the back.	• Volley - Net shot (Forehand/ **Backhand**) • Hitting - Overhead (Forehand/ **Backhand**) • Footwork - Running steps - Split steps
Defending space *How to prevent opponent from placing ball at an open space by moving to strategic position?*	8. Move to a strategic base position after every contact with the ball.	• Footwork - Running steps - Split steps

Fitness Conditioning & Safety Practices
9. Perform warm up and cool down exercises before and after participation in physical activities respectively. 10. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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 Concept	Learning Outcome	Skill
Offence		

Winning the point
 	
How to prevent the opponent from returning the ball?
	1. Hit the ball into open space.	• Driving / Smashing
		  - Forehand
		  - Backhand

Setting up an attack
 	
Where to place the ball away from opponent to create space and get ready to return opponent's shot?
	2. Serve long to the end of table.
	
	3. Hit/Place ball long, 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.
		• Serving **(with and without spin)**
		  - Forehand
		  - Backhand
		• Driving / Pushing / Smashing
		  - Forehand
		  - Backhand

Defence		

Defending against an attack
 	
How to receive and place the ball away from opponent/to an open space?
	5. Move to a ready position to block the ball back to the attacker.	• Footwork
		  - Side step
		  - Cross step
		• Blocking / Pushing
		  - Forehand
		  - Backhand

Defending space
 	
How to prevent opponent from placing ball at an open space by moving to strategic position?
	6. Move and recover to a ready position after every contact with ball to prepare for the next shot	• Footwork
		  - Side step
		  - Cross step
		• Return to the left of the centreline[74]

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[74] 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).

Fitness Conditioning & Safety Practices
7. Perform warm up and cool down exercises before and after participation in physical activities respectively.
8. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability.
9. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

Volleyball*

DESCRIPTION OF THE GAME
Students play a 4v4 volleyball game, with appropriate rules.   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.   *Recommended area: Badminton court*   *Net Height: 1.9 metres to 2 metres*   ***Extended format: 6v6 volleyball game, with appropriate rules***   ***Recommended area: Volleyball court***   ***Net Height: 2.13metres to 2.24 metres***

Games-related Concept	Learning Outcomes	Skill
Offence		

Winning the point
 	
 How to prevent the opponent from returning the ball?
	1. Hit the ball into open space.
	
	 2. Serve the ball into open space.
		• Spiking / Tipping **(with and without a jump)**
		 • Passing
		    - Overhead
		 • Serving
		    - Underhand
		    - Overhead

Setting up an attack
 	
 Where to place the ball for teammate to set up an attack?
	3. Pass the ball that comes over the net to a teammate.
	
	 4. Set up for an offensive move.
		• Passing
		    - Forearm
		    - Overhead

Defence		

Defending against an attack
 	
 How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?
	5. Block opponent's offensive attempt over the net.
	
	 6. Receive and keep the ball in play.
		• Blocking
		 • Digging
		 • Footwork
		    - Running steps
		    - Shuffle steps
		    - Side steps
		    - Lunge

Defending the space
 	
 How to prevent opponent from placing ball at an open space by moving to strategic position?
	7. Move to base position.
	
	 8. Move from base position to prevent opponent from scoring.
		• Footwork
		    - Running steps
		    - Shuffle steps
		    - Side steps
		    - Lunge

Fitness Conditioning & Safety Practices
9. Perform warm up and cool down exercises before and after participation in physical activities respectively. 10. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 11. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

Tchoukball*

DESCRIPTION OF THE GAME

Students play a 5v5 tchoukball game with appropriate rules.

During game play, students execute skills of passing, receiving and shooting. They use a combination of these skills, with good form, to influence outcomes. In offence, students work with teammates to set up attacking opportunities for scoring. In defence, students cover available court space adequately to position themselves to stop opponent's attack by preventing the ball from landing outside the forbidden zone.

Recommended playing area: rectangle grid measuring approximately 20 metres x 10 metres, preferably wooden/synthetic floors (indoors) or grass.
Recommended forbidden zone radius: 2 metres to 2.5 metres
Recommended ceiling clearance: 7 metres

Extended format: 7v7 tchoukball game, with appropriate rules
Recommended area: Length – 40 metres, Width – 20 metres
preferably wooden/synthetic floors (indoors) or grass.
Recommended forbidden zone radius: 2.5 metres to 3 metres
Recommended ceiling clearance: 7 metres

Games-related Concept	Learning Outcome	Skill
Offence		
Winning the point *How to prevent opponents from getting the rebound off the rebound frame?*	1. Shoot the ball on the rebound frame to rebound off and lands in open space (outside forbidden zone).	• Shooting (from a variety of angles): - Overarm shot - Underarm shot
Setting up an attack *Where to place the ball for teammate to set up an attack?*	2. Receive the ball in a ready position to pass the ball to a teammate in an advantageous position or shoot the ball on the rebound frame when there is an opportunity. 3. Set up for an offensive move after catching a rebound. 4. Set up for an offensive move to shoot the ball on either rebound frame.	• Passing: - Overarm pass - Underarm pass • Receiving
Defence		
Defending against an attack *How to receive and place the ball away from opponent/to an open space or receive passes from teammates to keep the ball in play?*	5. (Move to anticipate the trajectory of the rebounding ball) and catch the ball before it lands.	• Receiving • Defending stance - Half squat - Side shuffle

Games-related Concept	Learning Outcome	Skill

Defending the space
 	
How to prevent opponent from placing ball at an open space by moving to strategic position?
	6. Move to strategic position to maximise space coverage.	• Defending stance
		  - Half squat
		        Side shuffle

Fitness Conditioning & Safety Practices
7. Perform warm up and cool down exercises before and after participation in physical activities respectively. 8. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 9. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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* ***Extended format: 9v9 striking and fielding game, with appropriate rules*** ***Recommended playing area: The diamond has 18 metres base lines, with the 1ˢᵗ base safety base at 21 metres*** ***Pitching distance: 12 metres to 14 metres***

Games-related Concept	Learning Outcome	Skill
Offence		
Sending into space *How to determine where and when to hit to allow batter and/or player on base(s) to advance?*	1. Toss (underhand) a ball into the strike zone.	• Pitching - **Underhand toss**

	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
		• Batting
		  - Ground ball
		  - Fly ball
		• Running

Advancing bases to score *How to enable batter and/or base runner to advance bases without being put out?*	4. Base runner advances to forward base when the ball is batted. 5. Run to free the base for the next runner.	• Running
Defence		

Defending space
 	
How to provide support by maximising coverage?
	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.
		• Catching
		  - Ground ball (with 1 or 2 hands)
		  - Fly ball (with 1 or 2 hands)
		• Running

Games-related Concept	Learning Outcome	Skill

Defending bases
 	
How to determine where to throw the ball to put the base runner(s) out?
	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.
		• Throwing
		  - Overhand
		  - Underhand
		• Catching
		• Ground and fly balls (with 1 or 2 hands)

Fitness Conditioning & Safety Practices
10. Perform warm up and cool down exercises before and after participation in physical activities respectively. 11. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 12. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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. ***Extended format: 5v5 full-court basketball game, with appropriate rules*** ***Recommended area: Basketball court***

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	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.
		• Footwork
		  - 1-foot landing
		  - 2-foot landing
		  - Pivoting
		• Dodging
		  - Body feint
		  - Change of direction and pace
		• Passing
		  - Chest pass
		  - Bounce pass
		  - Overhead pass
		• Receiving

Using space to invade
 	
How to move into position or reposition to attack the basket?
	3. (Receive the ball in a ready position to shoot, pass or dribble) and dribble when there is an open lane towards the basket.
	
	4. Set screen for teammate to dribble towards the basket.
		• Dribbling
		  - Dominant hand
		  - Non-dominant hand
		  - Crossover dribble
		
		• **Pick and roll**
		  - **On-ball screen**
		  - **Off-ball screen**

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	5. Dodge the defender and move into open space to create options for teammate to shoot, pass or dribble.
	
	6. Set screen to create open space for teammate to receive the ball and/or attack the goal.
		• Dodging
		  - Body feint
		  - Change of direction and pace
		
		• **Pick and roll**
		  - **On-ball screen**
		  - **Off-ball screen**

Games-related Concept	Learning Outcome	Skill

Attacking the goal
 	
How to facilitate scoring a goal?
	7. (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.
	
	8. 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.
		• Dribbling
		  - Dominant hand
		  - Non-dominant hand
		  - Crossover dribble
		• Shooting
		  - **Triple Threat Position**
		  - 1-handed set shot
		  - 1-handed jump shot from under the basket
		• **Lay up**
		  - **Dominant hand**
		  - **Power lay up**

Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?*	9. Intercept the pass when it is within the defender's reach. 10. **Get in front of attacker and establish an advantage position to rebound the ball after a shot is made.**	• Intercepting • **Box-out** • Rebounding

Delaying the invasion
 	
How to block ball carrier from advancing to attack the basket?
	11. Guard the attacker to prevent the attacker from dribbling towards the basket.
	
	12. Move to strategic position to help teammate during defence.
		• Guarding
		  - Defensive stance
		  - Positioning
		  - Slide step
		  - Drop step
		• **Help defence**

Denying space to invade
 	
How to block the offence and gain possession of the ball?
	13. Guard the attacker to prevent the attacker from receiving the ball.	• Guarding
		  - Defensive stance
		  - Positioning
		  - Slide step
		  - Drop step

Denying scoring opportunity
 	
How to block ball carrier from attacking the basket?
	14. Guard the attacker to prevent the attacker from shooting.	• Guarding
		  - Defensive stance
		  - Positioning

Fitness Conditioning & Safety Practices		

15. Perform warm up and cool down exercises before and after participation in physical activities respectively.

16. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability.

17. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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)* ***Extended format: 6v6 floorball game with goalkeeper, with appropriate rules*** ***Recommended area: Length – 40 metres, Width – 20 metres*** ***Recommended size of goalpost: Height – 1.2 metres, Length – 1.6 metres*** ***(No-go Zone in front of goalpost: Length – 5 metres, Breadth – 4 metres)***

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	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.
		• Shielding
		• Dodging
		  - Body Feint
		  - Stick Feint
		• Passing
		  - Forehand
		    ▪ Wrist
		    ▪ Drag
		• Receiving
		  - On forehand blade
		  - On reverse blade

Using space to invade
 	
How to move into position or reposition to attack the goal?
	3. (Receive the ball with control) and dribble into open space towards opponent's goal.	• Receiving:
		  - On forehand blade
		  - On reverse blade
		• Dribbling
		  - Forehand
		    ▪ Open[75]
		    ▪ Closed[76]
		    ▪ Cross Over[77]

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[75] The player pushes the ball forward, runs and pushes the ball forward and runs again.
[76] The ball is in contact with the stick as the player runs forward.
[77] While running with the ball, the player drags the ball across his/her body while running with the ball.

Games-related Concept	Learning Outcome	Skill

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. (Receive ball with control), fake to shoot, pass or dribble to create space
	
	5. Move away from defender into open space to create options for teammate to shoot, pass or dribble.
		• Dodging
		  - Body Feint
		  - Stick Feint

Attacking the goal
 	
How to facilitate scoring a goal?
	6. (Receive the ball with control) and shoot when there is space and within shooting range.
	
	7. Dribble into open space towards the goal and shoot within range and ability.
		• Dribbling
		  - Forehand
		    ▪ Open
		    ▪ Closed
		    ▪ Cross Over
		• Shooting
		  - Forehand
		    ▪ Wrist
		    ▪ Drag
		• Receiving
		  - On forehand blade
		  - On reverse blade

Defence		

Regaining possession of the ball
 	
How to recover the ball by looking out for opportunity to intercept?
	8. Intercept the ball when it is within the defender's reach.	• Intercepting
		  - On forehand blade
		  - On reverse blade
		  - Defensive stance
		  - Positioning

Delaying the Invasion
 	
How to block ball carrier from advancing to score at the goal?
	9. Prevent the attacker with the ball from dribbling towards the goal or passing to another attacker in an advanced position.	• Marking
		  - Defensive stance
		  - Positioning

Denying Space to Invade
 	
How to block the offence and gain possession of the ball?
	10. Run back from an advance position after losing possession to mark an attacker or cover attacking space.
	
	11. Mark the attacker and prevent the attacker from receiving the ball.
		• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block[78]
		  - Poke[79]
		  - Positioning

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

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

Games-related Concept	Learning Outcome	Skill

Denying scoring opportunity
 	
How to block ball carrier from scoring the goal?
	12. Prevent the attacker with the ball from shooting.	• Tackling
		  - Block
		  - Poke
		• Marking
		  - Defensive stance
		  - Positioning

Fitness & Safety Practices		

13. Perform warm up and cool down exercises before and after participation in physical activities respectively.

14. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability.

15. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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

Extended format: 7v7 football game with goalkeeper, with appropriate rules
Recommended area: Length – 45 metres, Width – 25 metres
Recommended size of goalpost: Length – 1.5 metres to 3 metres, Height – 1 metre to 2 metres

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	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.
		• Dodging
		  - Body feint
		• Passing
		  - Using inside of the foot
		  - Using outside of the foot
		  - Push pass
		  - Wall pass
		• Receiving
		  - Using inside of the foot
		  - Trapping with sole of foot
		• Shielding

Using space to invade
 	
How to move into position or reposition to attack the goal?
	3. (Receive the ball with control) and dribble into open space towards the goal.	• Dribbling
		  - Forward
		  - Dragging the ball forward, backward and side-to-side, and turn 180 degrees

Creating space to invade How to support ball carrier by providing space to keep teammate in possession of the ball?	4. Move away from defender into open space to create options for teammate to pass, dribble or shoot.	• Dodging - Body feint

Games-related Concept	Learning Outcome	Skill

Attacking the goal
 	
How to facilitate scoring a goal?
	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.
		• Dribbling
		  - Forward dribble
		  - Dragging the ball forward, backward and side-to-side, and turn 180 degrees
		  - Turning
		    ▪ Inside
		    ▪ Outside
		• Shooting
		  - In-step

Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to intercept?*	7. Intercept the ball when it is within the defender's reach.	• Intercepting

Delaying the Invasion
 	
How to block ball carrier from advancing to score at the goal?
	8. Mark the attacker to prevent the attacker from dribbling towards the goal or passing to teammate in an advance position.	• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block tackle
		• Poke tackle

Denying Space to Invade
 	
How to block the offence and gain possession of the ball?
	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.
		• Marking
		  - Defensive stance
		  - Positioning

Denying scoring opportunity
 	
How to block ball carrier from scoring the goal?
	11. Mark the attacker to prevent the attacker from shooting.	• Marking
		  - Defensive stance
		  - Positioning
		• Tackling
		  - Block tackle
		  - Poke tackle

Fitness Conditioning & Safety Practices		

12. Perform warm up and cool down exercises before and after participation in physical activities respectively.

13. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability.

14. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

Non-Contact Rugby*

DESCRIPTION OF THE GAME
Students play a 4v4 rugby game without scrummaging, tackling and mauling, with appropriate rules. During game play, student execute skills of catching and passing, evasive running, scoring and defending as well as a combination of skills with good form to achieve the intended outcomes. Students demonstrate adequate ball handling skills, evasive running and spatial awareness that guides students' decision-making ability to score a try. The attacking team is allowed to pass the ball sideways or backwards while running forward to score a try by placing the ball in the score zone (over the try line). Upon being tagged, the ball carrier must stop and pass the ball to a teammate to carry on with play and attempt to score a try. In defence, students apply pressure on the ball carrier to delay invasion, deny space and opportunities to score a try by tracking and tagging ball carriers, and regain possession of the ball. *Recommended play area: Length: 20 metres to 25 metres, Width – 16 metres to 20 metres* *Recommended ball size: Rugby – Size 4 ball* ***Extended format: 7v7 game without scrummaging, tackling and mauling, with appropriate rules*** ***Recommended area: Length – 40 metres, Width – 25 metres*** ***Recommended ball size: Rugby – Size 4 or 5 ball***

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	1. Pass the ball when marked to a teammate who is free, move away from defender and into open space (on-side) to receive the ball.
	
	2. (Move away from the defender and identify gaps in opponent's defence), receive the ball to run, pass to teammates or initiate a tag.
		• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward into space
		• Passing
		• Receiving

Using space to invade
 	
How to move into position or reposition to advance towards the try line?
	3. (Receive the ball ready to run, pass or initiate a tag) and carry the ball into open space or through a gap in opponent's defence towards the try line.	• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward to space

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. Move away from defender into open space (on-side) to create options for teammate to pass, carry or score a try.	• Evasive Running
		  - Dodge defenders by using change of pace or direction
		  - Accelerate forward to space

Games-related Concept	Learning Outcome	Skill
Attacking the goal *How to facilitate scoring a try?*	5. (Carry the ball towards the try line) and score a try.	• Evasive Running - Dodging defenders by moving them one way and change directions/pace - Accelerate forward to space
Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to intercept?*	6. Intercept a pass when it is within the defender's reach (and run, pass or score).	• Receiving • Tagging - Tag / pull off tag of the ball carrier
Delaying the Invasion *How to block ball carrier from advancing to score a try?*	7. Mark the ball carrier to prevent the ball carrier from advancing towards the try line.	• Marking - Defensive stance - Positioning • Tagging - Tag / pull off tag of the ball carrier
Denying Space to Invade *How to block the offence and gain possession of the ball?*	8. Close the gaps in the defence line to prevent the ball carrier from advancing.	• Marking - Track the ball carrier
Denying scoring opportunity *How to block ball carrier from scoring a try?*	9. Guard (reduce gaps) the space towards the try line to prevent the ball carrier from scoring a try.	• Tracking - Track the ball carrier • Tagging - Tag / pull off tag of the ball carrier
Fitness Conditioning & Safety Practices		
10. Perform warm up and cool down exercises before and after participation in physical activities respectively. 11. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 12. Identify potential hazards and take actions to mitigate risks while participating in physical activities.		

*This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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 teammates. 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.
Extended format: 7v7 netball game, with netball rules
Recommended area: Netball court

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession of the ball
 	
How to prevent opponents from getting the ball?
	1. Pass the ball when guarded to a teammate 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.
		• Footwork
		  - 1-foot and 2-feet landing
		  - Pivoting in all directions
		• Getting Free
		  - Straight lead
		  - Dodges (Single/Double)
		  - Change in pace
		  - Change in direction
		• Passing
		  - Chest/ Bounce/ Overhead/ Shoulder/ Lob pass
		• Receiving

Using space to invade *How to move into position or reposition to attack the goal?*	3. (Receive the ball in a ready position to pass or shoot), pass to a teammate who is free to advance the ball forward towards to the goal.	• Passing - Chest/ Bounce/ Overhead/ Shoulder/ Lob pass • Receiving

Creating space to invade
 	
How to support ball carrier by providing space to keep teammate in possession of the ball?
	4. Dodge away from defender and move into open space to create options for teammate to pass or shoot.	• Getting Free
		  - Straight lead
		  - Dodge by changing pace and direction

Attacking the goal *How to facilitate scoring a 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.	• Passing - Chest/ Bounce/ Overhead/ Shoulder/ Lob pass • Receiving • Shooting

Games-related Concept	Learning Outcome	Skill
Defence		
Regaining possession of the ball *How to recover the ball by looking out for opportunity to rebound/intercept?*	6. Intercept the pass when it is within the defender's reach. 7. Rebound the ball after a shot.	• Intercepting • Rebounding

Delaying the invasion
 	
How to block ball carrier from advancing or score at the goal?
	8. Defend the attacker to prevent the attacker from passing to advance the ball towards the goal.	• Defending on-the- ball player
		  - Hands over the ball
		  - Intercepting
		  - Blocking

Denying space to invade
 	
How to block the offence and gain possession of the ball?
	9. Defend the attacker to prevent the attacker from receiving the ball	• Defending off-the-ball player
		  - Defensive stance (Open/Close)
		  - Defensive Footwork (Shadow defence)
		  - Drop back

Denying scoring opportunity
 	
How to prevent ball carrier from scoring the goal?
	10. Defend the attacker to prevent the attacker from shooting.	• Defending the shot
		  - Hands over the ball
		  - Intercepting
		  - Block out

Fitness Conditioning & Safety Practices		
11. Perform warm up and cool down exercises before and after participation in physical activities respectively. 12. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 13. Identify potential hazards and take actions to mitigate risks while participating in physical activities.		

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

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*   ***Extended format: 7v7 Ultimate Frisbee game, with appropriate rules***   ***Recommended size of play area: Length – 45 metres, Width – 25 metres***   ***Recommended end zone area: Length – 11.5 metres to 15.5 metres, Width – 18 metres to 22 metres***

Games-related Concept	Learning Outcome	Skill
Offence		

Keeping possession
 	
 How to prevent opponents from getting the disc?
	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.
		• Throwing
		   - Forehand
		   - Backhand
		 • Catching
		   - Pancake catch
		   - 1 handed rim catch
		   - 2-handed rim catch
		 • Footwork
		   - Pivoting
		   - Stopping
		 • Dodging
		   - Body feint
		 • Faking
		   - Forehand fake
		   - Backhand fake

Using space to invade
 	
 How to move into position or reposition to advance towards the end-zone?
	3. Pass the disc to open space for teammates to advance towards the end-zone goal.	• Throwing
		   - Forehand
		   - Backhand
		 • Catching
		   - Pancake catch
		   - 1 handed rim catch
		   - 2-handed rim catch
		 • Footwork
		   - Pivoting
		 • Faking
		   - Forehand fake
		   - Backhand fake

Games-related Concept	Learning Outcome	Skill

Creating space to invade
 	
How to support teammate with disc by providing space to keep him/her in possession of the disc?
	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.
		• Footwork
		  - Pivoting
		  - Cutting[80]
		• Faking
		  - Forehand fake
		  - Backhand fake

Attacking the goal
 	
How to identify an open lane to facilitate scoring?
	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.
		• Throwing
		  - Forehand
		  - Backhand
		• Catching
		  - Pancake catch
		  - 1 handed rim catch
		  - 2-handed rim catch
		• Footwork
		  - Pivoting
		  - Cutting
		• Dodging
		  - Body feint
		• Faking
		  - Forehand fake
		  - Backhand fake

Defence		

Regaining possession
 	
How to regain possession by looking out for opportunity to intercept?
	8. Intercept by catching the disc or hitting the disc away from the opponent's reach.	• Catching
		  - Pancake catch
		  - 1 handed rim catch
		  - 2-handed rim catch
		• Marking
		  - Positioning

Delaying invasion *How to block thrower from a successful pass?*	9. Position one-self for effective force[81] so as to restrict thrower's line of pass.	• Marking (When marking the thrower) - Defensive Stance
Denying invasion *How to block the cutter and cause a turnover of possession?*	10. Mark to prevent cutter from getting the disc.	• Marking (When marking the cutter) - Positioning
Deny scoring opportunity *How to block thrower from scoring?*	11. Mark to prevent the cutter from receiving the disc inside the end-zone to score.	• Marking - Positioning
Thrower refers to on-the-disc attacker *Cutter refers to off-the-disc attacker*		

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[80] Cutting refers to the attacker moving away from the defender at the right time and in the right place as an open receiver.
[81] Force refers to the defender inducing the attacker to make a throw to where the rest of the defenders are positioned.

Fitness Conditioning & Safety Practices
12. Perform warm up and cool down exercises before and after participation in physical activities respectively. 13. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. 14. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is an extension of that offered in secondary level where new skills and/or full game setting are/is added (in bold).

Track and Field*

DESCRIPTION OF THE PHYSICAL ACTIVITY		
Students learn and perform a minimum of 4 events (e.g., Hurdles, Discus) of at least one from the Track and the Field category. Students participate in the events to improve their personal performances. They strive to run faster over different distances, jump higher and further, and throw different objects (e.g., shot, discus) further.		

Events	Learning Outcomes	Skills
Track		
Sprints / Middle Distance	1. Demonstrate the crouch start and running form for sprints. 2. Demonstrate the standing start and running form for distance running.	• Crouch start • React to the starting signal • Demonstrate powerful drive via proper arm swing and strides • Perform the standing start • Demonstrate optimum stride length and cadence • Demonstrate relaxed and rhythmical running • Maintain pace as fatigue develops
Hurdles	3. Demonstrate the basic techniques (approach run, take-off and clearance of height) for hurdling. 4. Demonstrate left leg and/or right leg as lead leg in a consistent and rhythmic manner.	• Run with controlled speed at approach • Perform stride patterns • Perform hurdling technique
Relay	5. Understand the rules of relay and demonstrate the relay handoff.	• Baton exchange (e.g., push pass) • Catch up with accelerating runner during relay changeover • Accelerate rapidly away from an incoming runner
Field		
High Jump	6. Demonstrate the basic techniques (approach run, take-off and clearance of height) for high jump.	• Perform jump sequence • Run with dynamic feet before take-off • Run and jump with rhythm, balance and control • Demonstrate spatial awareness in clearing the bar

Events	Learning Outcomes	Skills
Long Jump	7. Demonstrate the basic jumping techniques (approach run, take-off and landing) for long jump.	• Perform jump sequence • Perform consistent sprint technique on the approach run. • Demonstrate take-off at the appropriate point • Take-off with power and control • Maintain a tall body position during flight • Land safe with control and balance to maximise distance jumped
Discus	8. Demonstrate the basic techniques (grip, preparation, delivery, follow-through and delivery) for discus.	• Demonstrate the correct grip • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the discus
Javelin	9. Demonstrate the basic techniques (grip, preparation, delivery, follow-through and delivery) for javelin.	• Demonstrate the correct grip • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the javelin
Shot Putt	10. Demonstrate the basic techniques (hold, preparation, delivery, follow-through and delivery) for shot putt.	• Demonstrate the correct grip. • Perform standing throw from the power position • Demonstrate the respective active drive and rotation of hips to release the shot
Fitness Conditioning & Safety Practices		

11. Perform warm up and cool down exercises before and after participation in physical activities respectively.

12. Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability.

13. Identify potential hazards and take actions to mitigate risks while participating in physical activities.

This physical activity is offered in secondary level. No new skills or events are added as the focus is on learning, participating and improving one's personal performances.

Physical Health and Safety

Physical Health and Safety stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning. Through authentic learning experiences, students develop an understanding in physical health concepts, healthy and active living, safe practices, and personal hygiene. They pursue physical activities that interest them regularly and safely, make healthier food choices and take care of themselves. Building on the knowledge, skills and learning experiences, students learn to evaluate their lifestyles and work towards healthier behaviours. As students mature, they build the commitment to lead an active and heathy lifestyle and encourage others to do so.

PHYSICAL HEALTH AND SAFETY STRANDS

The content areas are organised under the four strands, namely: (a) Physical Fitness, (b) Safety and Risk Management, (c) Nutrition, and (d) Personal Hygiene and Self-Care. Through the four strands, students develop an understanding of physical health concepts, healthy and active living, safe practices, and personal hygiene. With the understanding, students apply the skills and knowledge to participate in physical activities regularly and safely, make healthier food choices and take care of themselves, developing a sense of personal responsibility towards active and healthy living. Students make connections between what they have learn in class and their environment to exhibit health-enhancing behaviours and work towards sustained commitment in safe, active and healthy lifestyles. To better facilitate students making the connections, some of the learning outcomes for safety and physical fitness are integrated into the Physical Activities learning areas.

a. Physical Fitness
Physical fitness refers to the ability of the body systems to work together efficiently to allow one to be healthy and perform activities of daily living. Through this strand, students apply the skills and knowledge to improve their health-related and skills-related fitness, to participate in physical activities safely and develop training plans. Students are aware of the benefits of physical activities to health, factors that contribute to their personal enjoyment of being active and activities that can support their participation in physical activity throughout their lives. With the awareness and knowledge, they can subsequently influence family and friends towards an active and healthy lifestyle.

The Physical Fitness strand includes a fitness and conditioning component (about 8 hours per level) where students experience various types of cardiovascular and resistance exercises. Through the process, students identify the activities which they can do and enjoy.

b. Safety and Risk Management
The strand on Safety and Risk Management seeks to instil in our students a safety mindset when they participate in activities. Students apply the skills and knowledge to participate in physical activities safely. At the pre-university level, students are able to assess and manage risks in more complex situations and while planning physical activities.

c. Nutrition
Tapping on the skills and knowledge learnt from primary and secondary levels, students discuss issues related to performance enhancing supplements, alternative diets and eating disorders. Students are able to discern information related to nutrition and make informed decisions in relation to health.

d. Personal Hygiene and Self-Care

At the pre-university level, this strand focuses on Self-Care rather than Personal Hygiene. Students learn how to lead an active and healthy lifestyle as a resource to maintain physical health. They understand the importance of demonstrating health-enhancing behaviours such as regular participation in physical activity including limiting sedentary activities, nutrition, and having sufficient sleep to maintain physical health. Students will be able to apply the skills and knowledge to make informed decisions related to physical health in their daily life. Students discuss and identify strategies that help them work towards healthier behaviours and habit formation. They understand that habit changes with different life contexts and situations, and are aware of the strategies that can help them form positive habits.

APPLICATION OF LEARNING IN AUTHENTIC CONTEXT

To strengthen students' commitment to lead active and healthy lifestyle, they will develop and enact an action plan for self or others to work towards a healthier lifestyle by the end of Pre-University 2/3.

At the pre-university level, students apply the skills and knowledge to develop and enact an action plan to work towards a healthier lifestyle. Students decide on specific area, such as fitness, regular physical activities or healthy diet, they want to act on. They develop a plan where they set their goal, plan the actions, apply the knowledge that they have learnt (e.g., principles of training and methods of training to build physical fitness, healthy nutrition, safety and risk management), monitor their progress and identify ways to overcome barriers that they come across when enacting the plan. They reflect on their progress and discuss with their friends on ways which they can sustain the behaviour to achieve or maintain their health goal. Through the culminating activity, students experience the process which they can adopt to form a habit. Through the positive experiences, students' confidence in their skills and knowledge is reinforced. This builds their self-efficacy in enacting the practices of an active and healthy lifestyle and provides them with the confidence and commitment to follow through their plan.

LEARNING OUTCOMES

PRE-UNIVERSITY – PHYSICAL HEALTH AND SAFETY	
Strand	**Learning Outcome**
Physical Fitness	• Modify and perform a range of resistance exercises (using body weight or with equipment) according to individual's needs and ability. *[This can be integrated in Physical Activity learning area.]* • Explore different exercises and training methods to improve health- and skill-related fitness. • Evaluate individual's health-related and skill-related fitness components. • Discuss factors that promote participation in physical activities and how to encourage self or others to participate in physical activities regularly. *[This can be integrated as a discussion point in Physical Activity learning area.]*
Safety and Risk Management	• Demonstrate safe use of the health and fitness room (weight room). • Identify potential hazards and take actions to mitigate risks while planning and participating in physical activities for self and others. *[This can be integrated in PA.]* • Prevent and manage common sport injuries.
Nutrition	• Discuss and evaluate the effects of performance enhancing supplements on health. • Discuss the causes, types, and consequences of eating disorders, and where to seek help. • Discuss and evaluate alternative diets and their effects on health.
Personal Hygiene and Self-Care	• Discuss how healthy lifestyle practices contribute to the improvement or maintenance of physical health. *[This can be integrated as a discussion point in Physical Activity learning area.]* • Discuss ways to nudge self or others towards healthier behaviours. • Develop and enact an action plan for self or others to work towards a healthier lifestyle. *[This is a culminating activity.]*

4.3 Character and Citizenship Education Developmental Milestones (Pre-University Level)

In this Physical Education syllabus, learning outcomes are identified for each core value, presented in the form of related social-emotional competencies as Developmental Milestones. Teachers 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. The Physical Education lesson primarily focuses on the psychomotor and cognitive outcomes. Thereafter, the affective outcomes are appropriately layered over the physical activities, while maintaining high physical and cognitive engagement time.

These Developmental Milestones are not intended to be benchmarks for evaluation purposes but as reference points for coordination and alignment in Character and Citizenship Education efforts to achieve coherence across subjects and learning experiences in schools.

LEARNING OUTCOMES

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.
What it means in 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, classmates, and the environment. He values contributions made by others. He abides by the rules of the game.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	[CCE 1.1.6a] The student accepts him/herself, with a good understanding of his/her strengths and weaknesses, and appreciates his/her worth.
Social Awareness & Relationship Management	[CCE 2.2.6b] The student understands the complexities of navigating diversity. He/she makes efforts to be accepting, empathetic, embrace multiple perspectives, and find common ground.
Responsible Decision Making	[CCE 3.1.6b] The student considers the common good when navigating complex issues, accepts one's fallibility, and is open to change his/her views when necessary.

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.
What it means in PE	In PE, the student understands the responsibilities of being a member of the group, class, school and the environment. He/she takes the initiative and contributes readily to the group, class, school, and the environment. He/she is willing to learn from his/her mistakes. He/she also requires little or no supervision by the teacher.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	*[CCE 1.1.6b]* The student exercises personal leadership in contributing to him/herself, his/her group and class, based on his/her character strengths, values, talents, skills and interests.
Social Awareness & Relationship Management	[CCE 2.1.6b] The student demonstrates leadership in inspiring and motivating others.
Responsible Decision Making	[CCE 3.1.6a] The student practises discernment when making decisions and taking action by considering his/her own values in relation to others. He/she has the moral courage and conviction to stand by the decisions made.

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.
What it means in 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.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	[CCE 1.3.6b] The student develops a resilient mindset to navigate challenges, and finds meaning and purpose in the process.
Social Awareness & Relationship Management	-
Responsible Decision Making	[CCE 3.1.6a] The student practises discernment when making decisions and taking action by considering his/her own values in relation to others. He/she has the moral courage and conviction to stand by the decisions made.

Integrity

What it means	A person of integrity upholds ethical principles and has moral courage to stand up for what is right.
What it means in PE	In PE, the student has strong moral values that consistently guide his/her decisions and actions. He/she displays sportsmanship by participating in physical activities fairly and makes ethical decisions when handling conflicts. He/she stands up for what is right.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	[CCE 1.2.6b] The student applies moral reasoning to demonstrate responsibility for his/her actions.
Social Awareness & Relationship Management	[CCE 2.1.6b] The student demonstrates leadership in inspiring and motivating others.
Responsible Decision Making	*[CCE 3.1.6a]* The student practises discernment when making decisions and taking action by considering his/her own values in relation to others. He/she has the moral courage and conviction to stand by the decisions made.

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.
What it means in PE	In PE, the student demonstrates consideration and empathy for others and the environment. He/she is considerate to them. He/she puts others' needs before his/her own. He/she takes the initiative to help them. He/she appreciates and shows care for the environment.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	[CCE 1.2.6a] The student exercises agility in adapting to change and complexities by processing and regulating his/her emotions, thoughts, and behaviours.
Social Awareness & Relationship Management	[CCE 2.1.6a] The student promotes goodwill and positive relationships with friends.
Responsible Decision Making	[CCE 3.1.6a] The student practises discernment when making decisions and taking action by considering his/her own values in relation to others. He/she has the moral courage and conviction to stand by the decisions made.

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.
What it means in 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.

Social Emotional Competencies	Post Sec
Self Awareness & Self Management	[CCE 1.2.6a] The student exercises agility in adapting to change and complexities by processing and regulating his/her emotions, thoughts, and behaviours.
Social Awareness & Relationship Management	[CCE 2.2.6a] The student leverages diversity for the good of the wider community.
Responsible Decision Making	[CCE 3.1.6b] The student considers the common good when navigating complex issues, accepts one's fallibility, and is open to change his/her views when necessary.

5. PEDAGOGY

SINGAPORE CURRICULUM PHILOSOPHY AND SINGAPORE TEACHING PRACTICES

The Singapore Curriculum Philosophy (SCP) and Singapore Teaching Practice (STP) guides the beliefs and processes of learning, teaching and assessment in Physical Education.

Placing students' interest and needs at heart, the SCP leads Physical Education teachers to think about the teaching and learning of the curriculum. Taking reference from SCP, Physical Education teachers:

- believe in holistic education
- believe that every child wants to learn and can learn
- focus on students' learning needs when designing learning experiences
- believe that learning flourishes:
    - in caring and safe environments
    - when students construct knowledge actively
    - through the development of thinking skills and dispositions
    - when assessment is used to address students' learning gaps

The STP then draws on these beliefs about how students learn and teachers teach. It articulates the importance of understanding the subject's knowledge bases deeply and the pedagogical practices that lead to engaged learning. Physical Education teachers should use these beliefs, the knowledge bases (e.g., Physical Education Teaching and Learning Syllabus) and pedagogical practices when planning and enacting lesson ideas to enhance the learning experiences of the students, by helping students find more meaning and make connections in the skills, knowledge and practices gained through the curriculum.

The Pedagogical Practices of STP outlines four fundamental Teaching Processes that make explicit what teachers reflect on and put into practice before, during and after their interaction with students in all learning contexts. The Teaching Processes are as follows:

- Positive Classroom Culture
- Lesson Preparation
- Lesson Enactment
- Assessment and Feedback

PHYSICAL EDUCATION LESSON OBSERVATION TOOL

The Physical Education Lesson Observation Tool (PELOT)[82] is a reliable knowledge base of pedagogical strategies. It combines research- and practice-based indicators of effective planning and instructional behaviours that characterise effective Physical Education teachers. This developmental tool aims to support their reflective practice, foster collaborative lesson

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[82] Developed by the Physical Education and Sports Teachers Academy (PESTA)

observations and mentoring culture, and guide professional discourses to promote a teacher-led culture of continuing professional development.

PELOT articulates the four Teaching Processes and are subsequently unpacked to the 24 Teaching Areas for Physical Education. The updated PELOT+ Blended Learning (PELOT+BL) includes planning considerations for blended learning and tapping on information and communications technology (ICT) affordances for learning in PE. This codification of effective teaching and learning beliefs, knowledge bases and pedagogical practices allows teachers, including Physical Education and classroom-based subjects teacher colleagues to have a common language for discourse. Repeated and deliberate use of PELOT to objectively examine the strengths and areas for growth in the teaching practice hones the craft of teaching.

UNDERSTANDING STUDENTS

> *It's not a particular instructional method or script that will make a difference in student learning. It's about getting more precise on how students are progressing in their learning and then using that information to personalise learning. It's about choosing the strategy that will work best for a given learner at a given time.*[83]

In planning an effective lesson for students, teachers need to make crucial considerations around content, pedagogy and assessment (refer to the Teaching Process of Lesson Preparation in STP for elaboration). One of its Teaching Areas, *Considering Learners' Profiles,* emphasises the importance of making lesson design decisions based on the information teachers have about their students.

Knowing the profiles of students enables teachers to determine if the differentiation of content, process, product, or environment is necessary and the extent of differentiation required. Differentiated Instruction (DI) is "a teacher's planned and adaptive response to meet the diverse learning needs of all students in order to maximise their progress in learning". Undergirded by the STP, the four DI guidelines are:

- Understand the students
- Focus on subject disciplinarity
- Address the needs of all students
- Assessment for learning

This differentiation not only caters to learners of differing abilities. It also provides the support needed by students with Special Educational Needs (SEN) to manage their own learning. DI supports the enactment of such Inclusive Physical Education (IPE) lessons. An IPE lesson is one where every student gets to learn, regardless of abilities and needs. Knowing the profiles of students gives us valuable information about their learning abilities and needs.

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[83] Hattie (2009)

PEDAGOGICAL APPROACHES AND STRATEGIES

Based on strong knowledge and clear understanding of students, the Physical Education teacher will then employ the most appropriate Physical Education-specific pedagogical approach or strategy to best meet the learning needs and outcomes. Through such efforts, every student will feel included in, and involved with, the lesson. Values, social-emotional competencies and emerging 21st century competencies are also intentionally developed through effective pedagogy.

Mosston's Spectrum of Teaching Styles

The Mosston's Spectrum of Teaching Styles framework[84] describes 11 interconnected teaching styles which systematically and progressively devolve decision-making to students. The spectrum reminds us of the value in selecting appropriate teaching approaches. The styles (from A to K) are listed in Table 14. The first five *teaching styles A to E* form the reproduction cluster. In these styles, students learn by reproducing or replicating what the teacher expects them to do. For example, the teacher demonstrates a balance in a gymnastics lesson and the students follow exactly what the teacher does. The teacher expects the students to reproduce known knowledge and/or skills.

Between the reproduction and production cluster, the discovery threshold demarcates the two clusters. *Teaching styles F to K* are in the production cluster of teaching styles. In these styles students are facilitated by the teacher to discover new knowledge and/or skills, for example, to produce a movement that is unknown to them based on a question or problem posed to them. They engage in cognitive operations that evoke critical thinking, curiosity, exploration, and discovery of knowledge that they engage in on their own. Using gymnastics balance as an example, with the teacher posing an instruction to explore different ways of balancing using three body parts, students will then explore and experiment on their own with as many balance poses as they can.

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[84] Mosston & Ashworth (2008). Table 14 is adapted from the same source.

Teaching Style	Interaction between Teacher and Learners	Role of Teacher	Role of Learner
Command (A)	Teacher makes all the decisions. Learners copy and comply with decisions and instructions right on cue (Precision)	Instructing	Copying, Replication, Modelling.
Practice (B)	Teacher sets up opportunities and gives feedback to learners who are working at own pace on tasks set.	Establishing	Repeating and improving through feedback by teacher
Reciprocal (C)	Learners work together, receiving feedback from each other. Teacher provides reference points for observers to provide feedback to peers.	Supporting	Observing, Performing and peer feedback (assessing)
Self-check (D)	Teacher sets criteria for success. Learners check own performance against the criteria or standards.	Directing	Self-assessing
Inclusion (E)	Teacher sets out a variety of tasks/opportunities (easy to complex). Learners select which task is most appropriate for their abilities and/or motivations.	Facilitating	Selecting
Guided discovery (F)	Teacher uses questions and tasks to gradually direct learners towards a pre-determined learning target.	Questioning	Uncovering
Convergent discovery (G)	Teacher sets or frames problems. Learners attempt to find out and explore the most appropriate solutions.	Guiding	Finding out
Divergent discovery (H)	Teacher sets or frames problems. Learners attempt to explore and create possible solutions.	Prompting	Creating
Learner designed (I)	Teacher decides on area of focus. Learners develop within this area, drawing on teachers' experience and expertise.	Advising	Initiating
Learner initiated (J)	Learners decide on how and what they are aiming for. Teacher provides support as needed.	Mentoring	Deciding
Self teach (K)	Learners engage in development on their own.	N/A	Self-determined

Table 14. Summary of Key Roles of Teacher and Students in the Mosston's Spectrum of Teaching Styles

Movement Education

In movement education, Rudolf Laban's framework is used to analyse movement and teach the skills and movement concepts within dance, gymnastics, and even games. Laban's conceptual framework includes the following four aspects of movement concepts:

- the *body* aspect describes what the body is doing and the shape of the body
- the *space* aspects describe where in space the body moves

- the *effort* aspect describes how the body moves
- the *relationship* aspect consists of the relationship between the body or body parts and the equipment or apparatus, between individuals, and among individuals in groups

The focus is on developing skill and movement variety. All tasks have a specific goal for improving some aspects of children's movement and knowledge within the games, gymnastics, dance, and health-related physical activity content areas[85]. Physical Education teachers select the content and design tasks to meet the lesson objectives and desired learning outcomes. Small-stepped progression is planned within a lesson and across the unit so that students are able to perform the culminating activity such as a dance or gymnastic sequence at the end of a unit. In the learning of games and sport, specifically in relation to net-wall barrier, territorial-invasion, striking-fielding, the teacher can provide appropriate and variable situations for practising the skill or tactic, and modify games to be small-sided to match students' developmental levels.

Game-Based Approach

The Game-Based Approach (GBA) [86] is a constructivist approach to teaching of games. It is a common term used to represent the various approaches such as Teaching Games for Understanding (TGfU), Tactical Games Approach, Game Sense and Games Concept Approach which share similar philosophies, principles and goals[87].

Based on the belief that engagement is higher if students appreciate the game and understand the relevance of a particular skill in a specific game situation, the 'what', 'why' and 'when' in a game are addressed and takes precedence, before the 'how'. Physical Education teachers use the game as the platform where tactical understanding and decision-making skills are taught, and where skills are learnt in context. The game is selected and modified based on the principles of sampling, representation, exaggeration and tactical complexity[88].

In GBA, the teacher plays the role of a facilitator by guiding students' learning through questioning and manipulation of task constraints, so that they inquire and make links to what they already know. When well-designed, the approach has the potential to engage students of different ability levels through developmentally appropriate modified games and contextualised skills practice, focused on solving the embedded tactical problems.

Place-Responsive Pedagogy

Specific to Outdoor Education, the place-responsive pedagogical framework (adapted from Demarest, 2015; Wattchow & Brown, 2011) guides PE teachers in their understanding of how place is relevant to learning and to identify its affordances. The connection with places is built

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[85] Rovegno & Bandhauer (2017)
[86] In order to promote the use of a common language and avoid confusion among scholars and practitioners, the TGfU International Advisory Committee released a consensus statement in 2021 on the use of the term Game-Based Approach.
[87] Butler et al. (2008)
[88] Werner et al. (1996)

through the five pedagogical foci outlined in the framework, starting with *Being present in and with places*. As developing connections is often a dynamic process, these foci do not exist in a linear fashion; rather, they are meant to be taught in a spiral and progressive manner. The teacher can even design a lesson that engages more than one pedagogical focus. Through these pedagogical foci, we hope that teachers and students will not treat the place of learning merely as a backdrop and provide sufficient time for students to connect with places and nature. A specific example of an understanding of how to develop a sense of place during OE in PE lessons would be to get students to engage in wayfinding around the school, while spending time to interact with the school and its community, thereby, building personal connections with the school. In this example, the navigation activity comes alive with memories of the place, stories of people, and observations of flora and fauna. Using the framework, PE teachers can consider ways to empower students in discovering the distinctiveness of places and to build personal connections with these places during their exploration.

PE teachers should design repeated engaging experiences in the place to strengthen students' understanding about the place. Such experiences allow students to process their emotions and make sense of new knowledge by asking critical questions and making connections to their prior knowledge, concepts, and ideas. Students also learn to ascribe personal meanings to the place and represent their experiences through various modes of expression such as dance, nature art, poetry, infographics, and song. The teacher plays a significant role in facilitating students to find relevance, meaning and purpose through their place-responsive learning experiences and develop their attachment to the place. Over time, students will deepen their desire to connect with places and its community and contribute to them. An elaboration on how PE teachers can engage students in learning to develop personal connections with place through the five pedagogical foci is summarised in Table 15. It outlines some considerations on how to progressively develop students' personal connection with places across the school years.

OFFICIAL (OPEN)

Overarching Pedagogical Intent	**Personal connections are the foundation of all learning**				
	How can teachers better relate school to students' life experiences? Students build connections by exploring places where they live and relate to their past, present and future experiences. Places and stories help to deepen students' cognitive and emotional connections to what is being learned. Hence, the place acts as a curricular laboratory to deepen students' understanding of the real world.				
	Pri 1-2	**Pri 3-4**	**Pri 5-6**	**Sec 1-2**	**Sec 3**
	Being present in and with places	**Engaging with places**	**Representing places**	**Building a holistic understanding of places**	**Building opportunities for civic engagement**
Five Pedagogical FocI	*How can teachers enable students to notice the features of a place?* *How can teachers enable students to be aware and mindful of what happens around them (at a place)?* *e.g., sound mapping, sensory observations, stories*	*How can teachers enable students to interact with and find out more about a place?* *How can teachers enable students to appreciate a place?* *e.g., nature journaling, questions, experience map*	*How can teachers enable students to express what they have learned about a place?* *How can teachers enable students to care for a place?* *e.g., dance, art, map creation, personal actions*	*How can teachers enable students to better understand the multifaceted nature of a place?* *e.g., route planning, problem solving, inquiry research*	*How can teachers better provide opportunities for civic engagement?* *How can teachers enable students to better understand the needs of a place and that they can take small actions to contribute to a sustainable society?* *e.g., trip planning, personal actions*
Students' Place-Responsive Behaviours	Students learn to slow down, observe and notice the wonders of the place using their senses. They listen to stories to learn from another person's experiences and draw connections with the place.	Students explore how things work in the place and have the opportunity to question, validate, and affirm their understanding of the place.	Students continue to collect evidence that are manifest in the place. They make use of what they have learnt to consolidate their understanding of the place and express their connections in different ways.	Students learn about the places where they live and study. They explore "stories of places" through a multidisciplinary lens. The stories they uncover reflect the complexity of places, deepening their understanding of the place.	Students observe and ask questions about the place. Here they generate, explore and address problems and issues that may plague society. Students have greater agency to work what interests them and feel empowered to contribute to society.

Table 15. Summary of Place-Responsive Pedagogy Taught across Levels.

Nonlinear Pedagogy

The Nonlinear Pedagogy (NLP) is underpinned by the understanding that views students as open complex systems where goal-directed behaviours emerge as a consequence of the interactions among constraints such as their own ability, the task at hand and environment they are in. Specifically, NLP encourages learners to explore movement solutions that are individualised and based on the task, performer and environmental constraints in the learning environment.

In NLP, the design of student-centric learning environments is critical. Lessons are designed that incorporate principles of representativeness, manipulation of constraints, attentional focus, functional variability that allows learners to explore, search and exploit movement possibilities[89]. The manipulation of constraints (e.g., task constraints that include instructions, equipment and task goals) encourages the students to perceive the situation, and derive their own desired movements or behaviours. The key is in encouraging learners to explore their own ways to solve movement challenges where there may not be only one movement solution. When employing this approach, a consideration can be on helping the learner explore a movement outcome (or movement form) that is functional for the individual learner.

Experiential Learning Approach

Experiential Learning Theory defines learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.41). Using this pedagogical approach, PE teachers facilitate students through a process involving experiencing, reflecting, thinking and acting to transform their experiences into learning (see Table 16). As such, students are actively engaged in identifying and solving problems, making decisions, understanding and drawing connections from the experience (Knapp, 2010). A specific example of how to use experiential learning approach during OE in PE lessons would be during the outdoor cooking modules where students learn to start a fire safely in school. They learn ways to select a site, plan their meal, decide their roles and responsibilities, start the fire safely, cook a dish and clean up the area. Over the series of lessons, they observe ways of doing things more effectively through practice. The teacher plays a significant role in facilitating reflection which involves constantly re-visiting students' understanding, sense making and drawing connections from their past to new experiences. As a result, students gain more experience and expertise to apply to other contexts such as cohort camps and enjoy recreational outdoor participation. This eventually leads to a deeper understanding about the OE concept.

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[89] Chow et al. (2020)

Experiential Learning Stages	Teachers should	Students should
Concrete experiences	Design authentic concrete experiences (e.g., nature journaling, trip planning, navigation)	Participate with an open mind
Reflective observation	Facilitate student observation and reflection	Observe and reflect on their experiences from many perspectives
Abstract conceptualisation	Constantly re-visit students' understanding, help them to make sense and draw connections from their experiences	Develop their understanding by making sense of experiences and discovering their place within the world
Active experimentation	Provide students with more experiences (e.g., day trips, cohort camps) to develop deeper understanding	Adapt their knowledge and apply to different contexts by using their understanding to make decisions and solve practical problems in different contexts

Table 16. An Overview on the Key Roles of Teacher and Students in the Experiential Learning Approach (Kolb, 1984)

Inquiry-Based Learning Approach

Inquiry-based learning (IBL) emphasises active participation and learner's responsibility for discovering knowledge that is new to the learner[90]. In IBL, teachers empower students to ask meaningful questions and use evidence to address problems. As students pose their own questions, their curiosity is piqued and as a result, they are more engaged in the learning process. IBL seeks to foster students' curiosity, voice and agency for them to be self-directed lifelong learners, and helps to develop in them 21st century competencies such as collaborative and critical thinking skills.

Through IBL, students can have the opportunity to:

- formulate the questions, and gather and organise relevant information
- interpret and analyse information to identify relationships, make connections and potentially construct new knowledge
- evaluate and draw conclusions by synthesising the information and make informed decisions
- collaborate with others to deepen their learning and communicate clearly and effectively the information in writing or through demonstration and performance
- reflect on the initial questions and the learning and what could have done differently, and transfer the learning to new situations

Depending on students' readiness, prior knowledge and skills to learn, teachers can choose to adopt an open inquiry or more structured inquiry. In this way, teachers are able to adjust the degree of autonomy which students have in posing and responding to questions, designing investigations, and evaluating and communicating their learning. Thus, while

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[90] de Jong & van Joolingen (1998)

teachers are facilitators of learning in IBL, depending on the readiness of students, they may need to provide more structured support to guide students.

While learning games concept and tactics through modified versions of the games or activities, students explore and investigate the games situations, discuss and analyse the tactics, enact the most feasible solution, and transfer the learnings to other games situations. In learning areas like Physical Health and Safety, students analyse and make sense of the information and data that they gathered or provided by the teacher. They draw conclusions and explain their decisions and choices on the possible impacts to themselves, and others.

Direct Instruction

There are situations that call for a more direct approach to giving instructions for learning. 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 a full control over what the students learn and how they will learn. It is most commonly applied when the content is hierarchical, involving basic skills and maximum practice time is paramount to ensure safety and efficiency of learning.

The fundamental choice of adopting any pedagogical approaches and strategies again lies in the understanding of students' needs and the attainment of learning outcomes at that specific moment of the learning experience.

LEVERAGING AFFECTIVE LEARNING OPPORTUNITIES

Besides adopting the pedagogical approach, there is a need for teachers to have an organising frame to leverage the numerous affective and 21CC learning opportunities that present themselves in the various learning areas in the Physical Education lesson. The five affective learning opportunities (refer Table 17[91]) are presented to help teachers identify, plan and thereafter deliver the lesson with the appropriate teacher practice and teaching strategies.

Affective Learning Opportunities *What can I leverage?*	Description *What can I do to leverage the opportunities?*
Explicit Teaching The use of planned tasks, with a specific set of cues for the expected affective outcomes	• Select an affective learning outcome and decide on the specific social-emotional competency objective(s) for the lesson • Define what the desired behaviour for the social-emotional competencies should be • Design a task or tasks that create opportunities for your students to practise the desired behaviour • Reinforce the desired behaviour through ongoing assessment, feedback, and while concluding the lesson • Facilitate the transfer of learning beyond Physical Education
Content Setting Settings occurring frequently or naturally in Physical Education with the potential for affective teaching	• Student organisation, e.g., individually, in pairs, in groups • Context of the setting, e.g., competitive with self, competitive with others, collaborative in pairs and with others • The physical and psycho-social learning environment, e.g., well-spaced to explore movement, non-threatening, conducive, empowering with autonomy and choice
Communication Styles The general disposition of your communication style that influences the way your students react and relate to the tasks they do	• Consider the tone you use to address students, e.g., firm yet approachable • Consider the language you use, e.g., words with positive nuances • Consider role modelling the appropriate attitude, affective competencies and expected behaviour through your actions
Didactic Interactions Specific approaches and interactions between you and a specific student or group of students to act in a certain way	• Establish a positive teacher-student relationship • Encourage positive student-student relationships • Facilitate reflection through questions that help your students consider how they or others feel about the situation, the impact and appropriateness of their actions or the actions of others, and their next course of action • Give positive reinforcement of success in learning, e.g., be specific when offering praise so that your students understand why they are receiving it; extend the use of terms like "*good job*" or "*that's wonderful*" with an elaboration why it is so good or wonderful

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[91] Adapted from Abdul Rahman (2022)

Affective Learning Opportunities *What can I leverage?*	Description *What can I do to leverage the opportunities?*
Teachable Moments Anticipated positive or negative events you take advantage of to reinforce a certain aspect of affective teaching	• Consider the planned tasks and predict possible teachable moments based on your experience, so that you are better able to recognise and use them when they occur • While many teachers highlight negative teachable moments, e.g., upon noticing that a student was 'cutting-corners', the teacher stepped in and addressed the integrity issue, it is just as important to highlight positive ones, e.g., upon spotting a conflict resolved amicably between two students during a small-sided game, the teacher stepped in to address the situation by affirming and advocating pro-social behaviour • Ensure that learning within a teachable moment is facilitated, e.g., draw attention to the expected behaviour, ask your students to identify the desired behaviour and state why it is desired, highlight links between skills and values within the moment and with application to real life

Table 17. Affective Learning Opportunities

USE OF TECHNOLOGY IN LEARNING

In addition to the various pedagogical approaches highlighted, the current educational landscape has demonstrated that technology has the potential to provide a more personalised, and reflective learning experiences to help students achieve an active and healthy living in and out of the classroom. Where appropriate, Physical Education teachers are encouraged to leverage the affordances of technology to complement the learning in Physical Education and support the development of healthy practices amongst students. These affordances should be effective in meeting the needs of the lesson design while ensuring the level of physicality is maintained during the learning and taking into consideration students' readiness to harness the benefits of these affordances. For students to fully benefit from these learning experiences, teachers should exercise their professional judgement when selecting, modifying, and adapting resources, and the integration of technology during the design of learning.

The Student Learning Space (SLS) provides the key platform where students' pace of learning and different interaction (e.g., student-content, student-student) can transit seamlessly between the different contexts (e.g., classroom and home). Teachers can access SLS to search for relevant learning resources to complement their teaching or customise these resources to suit their students' learning needs. Teachers are encouraged to design active learning which leverages the Key Application of Technology (KAT) to reimagine the different elements of learning such as Personalisation, Learning Together, Assessment for Learning and Differentiation. With SLS as the key platform, teachers can also explore other readily available tools to support the different KAT identified. For example, online collaboration tools can be used by teachers to facilitate students' participation in discussion about their performances in the various learning areas. Video tools can also help students provide timely feedback about performances to their peers during learning as part of assessment for learning.

In an increasingly digitised world, technology is often used to support active and healthy practices, and health information is also readily available, it is important that our students are critical and responsible users of digital technologies to support them in their journey to lead an active and healthy life. Physical Teachers are encouraged to design varied authentic learning experiences to help students continuously refine strategies to critically gather and evaluate information (e.g., evaluating credibility of a new diet fad) and use digital tools (e.g., selecting a new fitness app) in a safe and responsible manner.

6. ASSESSMENT

PURPOSE

The purpose of assessment is to provide information for making an informed judgement about what students know and are able to do in order to help them progress towards attaining the goals of Physical Education.

Assessment is integral to the learning process; an iterative and continuous process that teachers' employ to be informed of students' learning progress and to inform students of their learning. Students play a crucial role in assessment. In the assessment process, students importantly, participate in the process of metacognition; reflect on and monitor their learning progress to play an active role their learning.

The overarching aim of on-going assessments is to impact teaching and learning. Importantly, the purpose of assessment is to make informed judgements about what students know and can do. Thus, allowing teachers to progress students in their learning. For example, teachers can and should guide students in and during self-and peer-assessments. Notably, the use of on-going assessments provides teachers with information to identify learning gaps[92]. With the assessment data, teachers can plan and adapt future lessons to address students' learning gaps. Hence, moving students' learning forward.

Teachers should work towards ensuring that assessments are:

- integrated into teaching and learning
- a continuous process and done throughout the unit
- purposeful and meaningful in the teaching and learning process

The use of purposeful on-going assessments allows teachers to recognise students' strengths across the various learning areas and identify areas to improve. Importantly, teachers should not conduct assessments solely for reporting purposes. Assessment should be incorporated as part of the lesson. It is also useful for students to have opportunity to review their performance in the learning process. Time spent on assessment during Physical Education should be meaningful to make a difference in students' learning. Thus, when done well, assessment can provide students with a greater ownership in their learning and promote the joy of learning through increasing students' motivation to learn.

These outcomes reflect the vision of assessment in the Singapore Teaching Practice that learning flourishes when assessments are used in a developmentally appropriate manner to address learning gaps.

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[92] Wiliam (2018).

PRINCIPLES

There are four main guiding principles in setting the direction for on-going assessment in Physical Education. In essence, assessments in Physical Education must:

a. **Align to Singapore Curriculum Philosophy**
   - be integrated in the learning process
   - begin with clarity of purpose
   - gather information to inform practice and future lesson design

b. **Support enactment of the Physical Education syllabus**
   - align with the purpose and five goals of Physical Education
   - extend to all learning areas and key learning outcomes at each level (i.e., does not narrow the curriculum)

c. **Consist of tasks and tools that are fit for purpose**
   - be appropriate to the developmental level specific to the learning area
   - be conducted in an authentic context
   - promote the joy of learning through increase student engagement

d. **Ensure that the assessment process is practical and efficient**
   - be contextualised and easy to use
   - not take an excessive time through integration with teaching practices

FOUR-STAGE PROCESS

Across educational levels (primary, secondary and pre-university), teaching and assessment approaches for Physical Education are largely similar. However, due to the differing needs of students at each level, the types of assessment techniques and tools used may have slight variations. Importantly, the 4-stage process of assessment remains the same throughout the levels.

The assessment 4-stage process[93] (refer to Figure 7) outlines the main stages that teachers will go through in the use of on-going assessments. Enactment of the 4-stage process is necessary to ensure that the Assessment-Feedback-Learning loop is present in teaching and that the feedback leads to addressing the gaps in students' learning. The 4 stages are described in detail below.

Stage 1 – Planning and communication of the learning intention(s) and success criteria(s) of the lessons to students.

Stage 2 – Integrating the use of various on-going assessment strategies and/or tools as part of the teaching. Then collecting and consolidating assessment information.

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[93] Adapted from Saphier et al. (2008); Leong (2014)

Stage 3 – Analysing evidence of students' learning. Using the assessment information to provide feedback and for planning of interventions to progress learning.

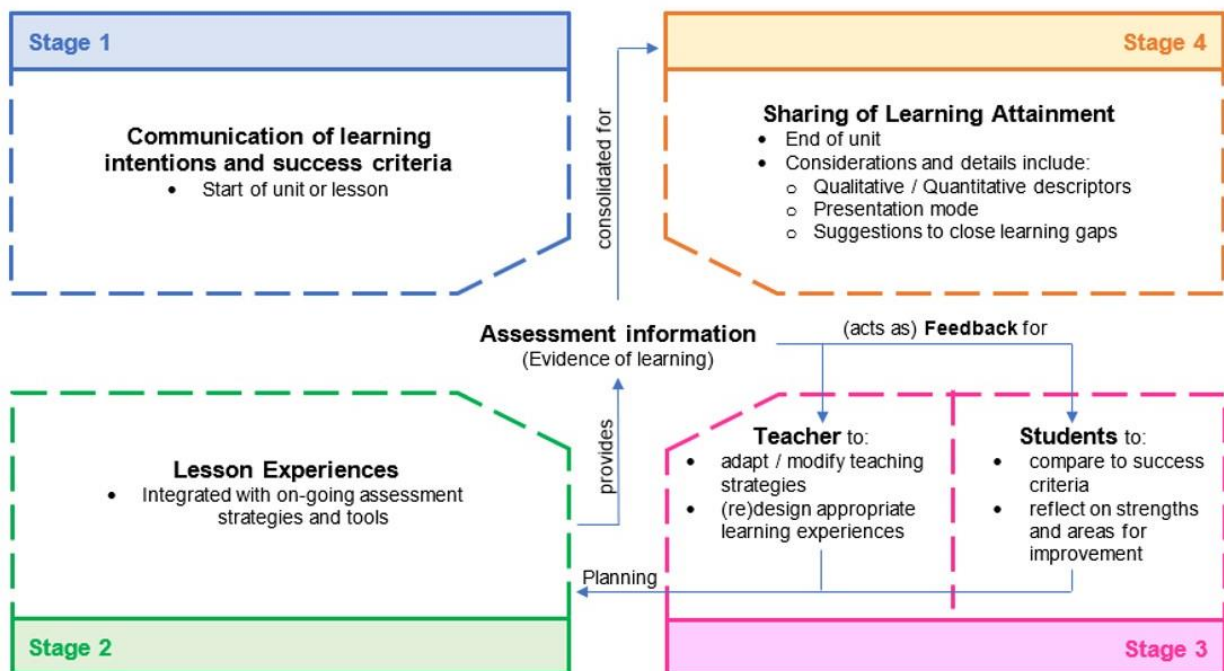**Stage 4** – Sharing students' attainment levels at the end of the term/semester/module.

Figure 7. The Assessment 4-Stage Process

Analysis of the assessment information allows teachers and students to identify gaps in teaching and learning. Teachers use the assessment information to modify, adapt instructional practices and/or differentiate lesson activities, where necessary, to create appropriate learning experiences for students at various levels of progression. This presents the opportunity for differentiated approach that may take the form of differentiated instructions or differentiated learning tasks.

Students receive feedback on their learning from two sources. The first being from teachers. The second and equally important source is the assessment information. This can come from the knowledge of results or the knowledge of performance which is dependent on the assessment task. The knowledge of results or performance provides students opportunity to reflect on their strengths and work towards improving their weaker areas.

SHARING STUDENTS' LEARNING ATTAINMENT

Primary 1 and 2: Holistic Development Profile

Students' attainment at Primary 1 and 2 are shared via the Holistic Development Profile (HDP). Specifically, HDP refers to the use of qualitative descriptors (QDs) for each HDP learning outcome (HDP-LO) to report students' learning progress. The use of HDP reporting will be at the end of every Semester.

For Physical Education, the three learning areas are reported in HDP, with Games and Sports, Gymnastics and Dance being reported under Physical Activities. The HDP LOs are shown in Table 18.

	Primary 1	Primary 2
Physical Activity	[Games and Sports] Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.	[Games and Sports] Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.
	[Gymnastics] Perform a gymnastic sequence of two different movements with smooth transition.	[Gymnastics] Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.
	[Dance] Perform a movement experience to a stimulus, that includes timing (i.e. unison and take turns.	[Dance] Perform a movement experience to a stimulus, that includes timing (i.e. match and lead/follow.
Outdoor Education	Discover through sensory cues different places within the school compound safely.	Discover and make connections to the different places within the school compound safely.
Physical Health and Safety	Demonstrate an understanding of healthy eating practices in: - fruit and vegetables - snacks	Demonstrate an understanding of healthy eating practices in: - brown rice and wholemeal bread - drinks

Table 18. Physical Education: Holistic Development Profile – Learning Outcomes

While the mandatory guidelines specifying that three to five HDP-LOs are reported each semester, schools have the flexibility to decide on the following:

a. The three to five LOs per semester that will be reported.
   - For PE, schools are provided with a list of subject-specific LOs that reflect the syllabus outcomes for P1 and P2 respectively.
   - Every LO must be reported at least once in a year, in either Semester 1 or 2, or in both semesters.

b. Three or four levels of QDs to report students' learning progress for each LO. Schools are required to standardise the three or four level QDs across all P1 and P2 subjects.
   - Schools can choose the QDs provided; or
   - Schools can customise QDs.

Guidelines for Defining Qualitative Descriptors (QDs)

Schools can customise the definition of their QDs. Schools may be guided by the following characteristics[94] to differentiate QDs of the various levels (e.g., beginning, developing, achieving).

- **Observable**. Student attainment is described in terms of what is observed, rather than what is not.

- **Clear**. Users of the rubrics (e.g., teachers teaching different classes, students, and their parents) understand what the descriptions mean.

- **Covers the whole range of performance**. Descriptions of student attainment show a progression of knowledge and/or skills across the levels for each criterion.

- **Distinguishes among levels**. Descriptions of student attainment are sufficiently differentiated from one level to another, and it is possible to match with examples of student work at each level as agreed by the school or department.

- **Describes same aspects of work from level to level.** Descriptions of student attainment at each level describe different standards but for the same aspects of the work.

To differentiate between the various QD levels (e.g., beginning, developing, achieving), schools can consider unpacking them in terms of criteria that describe qualities which serve as evidence of students' learning. Some examples of differentiation are provided below. Importantly, the various criteria listed are not exhaustive and should be defined in line with the HDP-LOs with reference to the Physical Education syllabus. Notably, the assessment tools found in this guide can help teachers establish the specific QD level of students.

- **Proficiency.** Schools can assess students' attainment level in terms of the level of proficiency in which students are able to apply concepts and/or demonstrate skills.

- **Degree of Guidance Needed.** Schools can assess students' attainment level through the degree of guidance needed for students to demonstrate their understanding of the concepts and/or skills.

- **Numeric references.** Schools can assess students' attainment level in quantitative terms using numeric references (e.g., demonstrate one/some/most/all the required skills). As quantitative measures may not fully represent the attainment of learning outcomes holistically, this criterion should preferably be used with other criteria that describe students' proficiency qualitatively (e.g., demonstrate the skill accurately).

- **Frequency.** Schools can assess students' attainment level based on the frequency with which they demonstrate their understanding of the concepts and/or skills (and exhibit values where relevant) as stipulated in the syllabuses. This criterion is often used for assessing performance skills, behaviours and work habits, and similar to the use of numeric references, it should be used together with other criteria that describe students' proficiency qualitatively to ensure holistic assessment.

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[94] Brookhart (2013)

From Primary 3 onwards

There is no mandatory reporting format for schools to adopt. Schools are encouraged to carry on with their current practices for reporting students' progress levels. Common reporting approaches of schools include portfolios and progress reports/cards. For schools that choose to report students' progress levels by progress reports/cards, some have chosen to adopt a reporting format that is similar to that of HDP. For these schools, they have defined statements that best characterise the key learning intentions from across the learning areas.

7.   GLOSSARY

The definitions provided are specific to the curriculum context in which the terms are used. They are listed here in alphabetical order and is intended to be a source of quick reference.

Active Engagement	Active engagement, specific to Outdoor Education, refers to observing and interacting with the distinctive aspects of place(s) when moving around the physical environment. As a result, students do not treat the environment as a backdrop and deepen their understanding and/or develop their attachment to place.
Adventure	Develop state of mind and emotional regulation when dealing a fluid situation with some degree of uncertainty to the outcome and appreciate the values and joy of adventurous experiences (Mortlock, 1984). This broadens the current notion of adventure to promote lived experiences and expeditions, de-emphasising activity-centric experiences. This forms the core of Outdoor Education learning area framework.
Affective	Attitudes, values, feelings and social skills.
Affordances	What the environment provides for an individual – a perception of the environment that provides "possibility for action" to an individual (Gibson, 1979).
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.
Connectedness	The state of being connected and having a close relationship with other things or people (Cambridge dictionary). Also see entry for *connections.*
Connections	Connections refer to the importance of deepening personal connections (both cognitive and emotional) to what is being learned through interactions with places and experiences (Demarest, 2015). This prompts reflection on one's interactions and connectedness with the environment (both nature and urban) and its inhabitants (people, flora and fauna), emphasising the importance of connectedness on community-building, eco-literacy, and sustainability. This forms the core of Outdoor Education learning area framework.

Environmental cues	Natural or urban structures, signals and landmarks within the surrounding that provides information on one's location and elicit a response. In Outdoor Education, students learn to use these cues for spatial orientation based on their surroundings to locate their position, plot routes, and make responsible decisions to explore places safely.
Environmentally sustainable practices	Ways to live a more sustainable lifestyle such as reduce, reuse, recycle, refuse, (beyond) leave no trace principles, and enjoying the outdoors responsibly.
Fundamental motor skills	Common motor activities with observable outcomes.
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.
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.
Nature/ Natural environment	Nature, in Singapore contexts, refers to any blue and green spaces (e.g., a grass patch, canal, field), skyrise greenery, park connectors, parks, gardens, wetlands, and nature parks/reserves.
Navigation	The science of locating the position and plotting the course of ships and aircraft (Collins dictionary). Specific to Outdoor Education, students learn to find their way around places by using various cues and reading a map. They can locate their position, plot routes and make responsible decisions to discover places safely.
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.
Outdoors	Any open-air, wild, natural, or human-made space (Lee et al., 2022). Nuances: The space may include a temporary or fixed cover (e.g., awning or roof) but maintain exposure to ambient environmental conditions.
Outdoor competencies	Key knowledge, skills, and attitudes related to the content (i.e., 3 strands) of Outdoor Education learning area that enable students to enjoy the outdoors in a safe, responsible, and sustainable way.
Outdoor living	Knowledge, skills, and attitudes (often related to *technical competencies*, see entry) necessary for an individual to feel confident and act comfortably in the outdoors.
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.

Pedagogical Focus (plural: foci)	Pedagogical focus refers to one of the five main elements that guides teachers in the design and delivery of learning experiences to achieve the place-responsive pedagogical intent of building personal connections with places.
Physical Fitness	Physical fitness refers to the ability of the body systems to work together efficiently to allow one to be healthy and perform activities of daily living.
Physical Health	Physical health is the well-being of the body and the proper functioning of the organism of individuals, which is a normal condition of individuals of both physical, and mental condition and are not suffering from any type of sickness (TheWorldBook.org). A person who has good physical health is likely to have bodily functions and processes working at their peak. Regular exercise, balanced nutrition and adequate rest contribute to good health.
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.
Resilience	Resilience refers to building resilience-related competencies to adapt, cope and manage during physical and socio-emotional challenges and understand the possibility to bounce back from adversity. This forms the core of Outdoor Education learning area framework.
School-based assessment	School-based assessment is assessment that is designed, conducted and graded by schools.
Self-Care	Self-care is the practice of taking action to preserve or improve one's own health (Oxford Dictionary). The World Health Organisation defines self-care as the ability of individuals, families, communities to promote health, prevent disease, maintain heath and to cope with illness and disability with or without the support of a healthcare provider.
Sense of Place	Sense of place is defined as the attachment between people and places and the symbolic meanings they ascribe to places (Kudryavtsev et al., 2012).
Sensory Cues	Visual, tactual, olfactory, gustatory, and/or auditory stimuli that evoke a response or a behaviour pattern (APA dictionary of Psychology). In Outdoor Education, students learn to use these cues based on the understanding that real world experiences engage all our senses so we can elicit meaning and emotions to learn and draw connections.

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.
Spirit of Adventure	See entry for *adventure*.
Sustainable Practices	Refers to the continued effort to learn and participate in recreational physical activities, including the outdoors as well as demonstrate and strengthen their health-enhancing practices over the course of their lives.
Urban environment	Human-constructed physical surroundings (e.g., structures, features, facilities) in which people live, learn, work, travel, and play (Lee et al., 2022).

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