



# Physical Education

Learning Outcomes

Updated 2026



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## Introduction

*“Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.” The Declaration of Berlin 2013 – UNESCO’s World Sports Ministers Conference (MINEPS V)*

International literature and studies in the field of Physical Education (PE) have increasingly emphasised the fundamental role of the subject in enhancing students’ health and lifelong participation in physical activity. There is a long-standing assumption about the role of PE with its distinct characteristics of learning experiences in promoting skill, knowledge, attitude, and motivation to engage our youngsters in lifelong physical activity. At the same time the World Health Organization (WHO, 2010) places physical inactivity as the fourth leading risk factor for mortality and this concern should be considered more stringently in the light of the deaths and the disruption brought over by the COVID-19 pandemic. A life is worth saving always, and PE can also be a contributor to an enhanced quality of life and to increased wellness.

Massive research has been made by reputable institutions to support governments to close the PE quality gap and offer a student-centred and inclusive PE. Indeed, UNESCO (2015) has moved from words to actions and developed a resource package in partnership with the European Commission, the International Bureau of Education (IBE), International Council of Sport Science and Physical Education (ICSSPE), International Olympic Committee (IOC), the United Nations Development Programme (UNDP), UNICEF and WHO. The Physical Education Department within the Ministry for Education embraces the concept and ideas presented by Quality Physical Education (QPE) and will adapt it to the local scenario.

## Definition of PE

PE has been defined in different ways along the years as it served different purposes. Most definitions and programmes that have been implemented have left many casualties with PE not reflecting the needs and desires of many students. Students often did not feel safe and included within the PE lesson as it did not cater for their individual needs. PE needs to be more student-centred so that it fits each student accordingly.



Perceptions emerged whereby PE was simply a free play activity and that no learning could happen in PE. Consequently, PE was not able to meet the needs of many students, in keeping them fit and healthy throughout their lives by equipping them with the competences to participate in at least one physical activity or sport with a good degree of competence.

PE needs to be experienced at both cooperative and competitive levels so that students can participate at the levels that are more functional to their needs. UNESCO (2015) coined the term and the concept Quality Physical Education (QPE) which is a form of PE that is closer to the desires and wants of the students. So, the definition of QPE will be used as the working definition of PE. UNESCO defined QPE as:

*the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. (p. 9)*

As per definition, learning is not only possible but needs to be enshrined within PE lessons. Teachers are required to teach their students in meaningful and authentic ways so that PE does not only make sense within the classroom, but the acquired competences could be used for life. An emphasis on the different PE domains is also made which requires the deconstruction of the skill-based approach as at most, it focuses on only one domain. The psychomotor domain is only one aspect and though it is very important, it should encapsulate all the other domains. Students need to have positive experiences in and through PE which should contribute to an increased feeling of wellness.

## Wellness

Wellness is a multi-dimensional concept and relates to feeling positive, internal motivation and a sense of fulfilment. It helps to gradually empower the student as the teacher scaffolds on previous learning to move the student progressively towards self-reliance. Throughout the lesson, the teacher should inculcate such feelings of wellness helping the students to move towards the right part of the continuum, that is more fit, content, connected, aware and secure but possibly also passing through periods of insecurity as the student is learning. However, the insecurity should be temporary as the activities that are presented to the students need to be chosen for the student such that each student can become the syllabus. Being at the centre of the learning process implies that the whole personality of each student is considered and respected. Consequently, each student can scaffold on previously achieved concepts with confidence and determination. [Table 1](#) considers the dimension of wellness.

**Table 1:** Dimensions of wellness indicators (adapted from Bushman, 2017)

| Dimension           | Description  | Indicator  |       |           |
|---------------------|--|------------|-------|-----------|
|                     |  | Absent     | ..... | Present   |
| <b>Physical</b>     | Ability to carry out daily activities with vigour and relative ease.       | Unfit      | ..... | Fit       |
| <b>Emotional</b>    | Ability to understand feelings, accept limitations, and achieve stability. | Miserable  | ..... | Content   |
| <b>Social</b>       | Ability to relate well to others within and outside the family unit.       | Disengaged | ..... | Connected |
| <b>Intellectual</b> | Ability to learn and use information for personal development.             | Mindless   | ..... | Aware     |
| <b>Spiritual</b>    | Ability to find meaning and purpose in life and circumstances.             | Lost       | ..... | Secure    |

In the local setting, PE aims to be inclusive and student-centred as this will foster more student-ownership and identification with the subject. Students can perform a physical activity and / or sport at their own level and so the activity needs to be presented at the level of the individual with adequate differentiation that will ensure that each student achieves success. All students could achieve if the task presented is adequate for their ability and so students feel included as they feel competent.

Students need to be given more choice and more voice at every stage of the learning process. They can choose an activity, and they can have more student-centred lessons which adapt more student-

centred pedagogies. In simple words, the subject needs to be built around the student and not vice-versa. This shift towards the student should not just be on philosophical terms, but if PE should be vested with the term quality, then it must walk the talk in practice.

## Vision



The vision is to create and sustain more active and healthier citizens who take up sport and physical activity as a way of life and/or as a recreational activity and who are committed to being healthy throughout their life.

Within schools, it is vital that students are supported at their level and helped to initiate or keep engaged in physical activity / sport to sustain an active lifestyle. They learn how to keep healthy by embracing concepts and making choices that guarantee a better and a more sustained lifestyle.

PE aims to:

- make all students physically literate so that they engage in and sustain active and healthy lifestyles, in school and outside, throughout their life by helping them to move from one sport / physical activity to another at different stages of their life.
- enhance each student to reach own potential by engaging in activities that are both age and level specific, with a stronger emphasis on level rather than on age.
- create students who are critical consumers of physical activity and sport in a way that they can be conscious about the hegemonic structures that prevail. Teachers need to empower the students so that through physical education they can make informed choices about their participation in physical activity and sport.
- focus not only, on what is taught (content) but how it is taught (pedagogy) and how this relates to the global world (authenticity in learning and assessment).

## Goals

The goals for PE are based on this vision and are expected to guide all learners to achieve their maximum potential to:

- have fun being active. This implies that the activities that are presented are adequate to the level of the students and that the students can develop intrinsic motivation as they are engaged by the activities offered.
- develop a student-centred PE so that all students are at the centre of the subject and the subject is a tool to help develop physical literacy and increased well-being.
- accept each student, irrespective of gender, race and ability and adopt differentiation so that each student feels a sense of inclusion and belonging.
- have a smarter student who is not only better in physical literacy but outperforms a less active self, generates more focus, better classroom behaviour, reports lower rates of absenteeism and improves on academic achievement.
- develop commitment and resilience to engage in and lead a healthy and active lifestyle. They need to learn how to interact positively with others to achieve their goals.

- acquire competences (attitudes, skills & knowledge - ASK) in each of the learning areas that will enable them to be healthy and active citizens and to participate regularly and safely in physical activity.
- acquire movement competence that will help them to keep active in at least one sport at a competitive and / or recreational level and to be responsible for their own fitness.
- understand the factors that contribute to a healthy and active lifestyle and to apply such competences acquired in everyday life and in their sport.
- deconstruct all forms of discrimination and provide equitable access to physical education opportunities both in school and beyond so that all students feel that they can benefit through, from and in PE.
- consider the affective and cognitive domains more forcefully by applying models-based practice that enhance mental, social, emotional factors in PE.

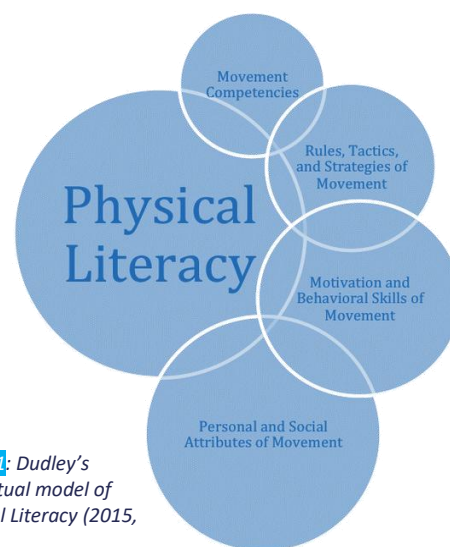
PE is a tool to help all students succeed in their own way, to feel that there is always a level at which they can participate and to feel that there are so many sports / physical activities that can help them develop their own competences in the subject. Yet, the school should start to lead the student to be self-determined by achieving elements of autonomy, relatedness and competence (Deci & Ryan 1985) by providing units of 6-weeks or longer so that the student can develop more in-depth learning.

## Physical literacy

Physical literacy (PL) can be described as a disposition to capitalize on the human embodied capability, wherein the individual has the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life course (Whitehead, 2013). Indeed, PL can be viewed as a bridge between physical education and sport / physical activity. If students are physically literate, then their likelihood of engaging in other activities increases.

Dudley (2015) provides a model for PL whereby it is not just achieving movement competencies, but it also includes the rules, tactics and strategies whereby strategy is the most complex skill and needs to start with the motivation and interests of students. This implies that physical literacy is not simply about the psychomotor component, but the cognitive and affective domains are part of physical literacy (cognitive, affective, psychomotor – CAP). Tremblay et al (2018) consider a behavioural issue along CAP as daily behaviour contributes to engender a physically active lifestyle.

Though it is not intended to separate them, it is also important to determine that some students will develop more in the cognitive part than in the psychomotor part for example, and so the teacher can determine how to help the individual to consolidate the aspects that are developed and to work on the aspects that are less developed.



**Figure 1:** Dudley's conceptual model of Physical Literacy (2015, p238)

One size does not fit all implies that students don't fit in boxes and so it is important to realise that achieving physical literacy is an individual journey for each student, ascertaining that while all students can achieve it, albeit to various degrees, they cannot do it in the same way and on the same day.

Polet et al (2019) clearly drew on motivation theories, to explain how what happens in schools influences how students decide to be active both in school and after school and so PE is optimally positioned to affect the lives of thousands of students. For this reason, PE needs to develop physical literacy to inculcate positive feelings that emanate from the sheer enjoyment of the activity and intrinsic motivation. For example, PE can slowly but steadily challenge the social structures such as improving girls' participation in sport and physical activity. Indeed, Telford et al (2016) showed that girls were already less active than boys, and such disparity got wider through the years. In addition, the school was itself a contributing source to this disparity. PE needs to have a conscious effort to address such engrained social constructs. It is highly recommended to give students a choice and a voice. A teacher could be teaching students from different classes rather than teaching a specific class. So as two or more activities are offered by different teachers, the teacher could teach those students who chose the activity offered by any one teacher, such that one teacher might be offering Athletics and another teacher might be offering Gymnastics.

However, it is not possible for a single teacher to offer two activities at the same time such as Football and Volleyball as this impinges badly on the subject and does not allow the students to take the maximum benefit from the lesson. While teachers and students are given freedom to choose amongst a vast array of sports and physical activities, some sports and physical activities should not be practised, such as Dodgeball and other elimination games.

It is the intention of PE to help each student feel competent, (possibly through the help of a Learning Support Educator (LSE)) confident and motivated to move and students who feel marginalised by, in and through PE should be supported so that they are gradually integrated. All students need to feel that they can achieve, at either the grassroots or elite level.

## Physical Education Areas - Primary

All the Learning Areas (LA) that are taught in secondary school kick off in the primary. The aim of the primary PE teacher and class teacher is to develop physical literacy so that the student can continue to participate in physical activities and sports throughout their life. All the activities need to be fun and to enhance learning and the LA are simply tools through which students gain physical literacy.

In the primary sector, PE is shared amongst the class teacher, the peripatetic PE teacher, the teachers involved in the Ready Set Play programme and the learning support educator. Together they need to develop the students' competences in:

- **Fundamentals:** All the activities taught in primary will have a high time on task and a good moderate to vigorous physical activity (MVPA). So fitness will be incorporated in each and every activity. Yet at this stage, the main emphasis will reside on achieving physical literacy through Fundamentals and also through the other LA.
- **Individual Activities:** in the form of Athletics, Gymnastics, Dance, Martial Arts and Swimming.
- **Team Games:** lead up games through at least one game using the hands (such as handball), one game using the feet (such as football) and one game using an implement (such as mini-tennis). All

games need to be taught in mini-versions such as 1v1 or 2v2 and numerical advantage is also advocated such as keeping possession in 4v0 or 4v1. Yet, the teacher will use differentiation as required.

- Outdoor and Recreational Activities:** Students will be exposed to the wonderful world of the outdoors. They learn through and in the outdoors by performing tasks that can help them be engaged in physical activity throughout their life. Students will also start to learn about and practice recreational activities so that they can occupy their freetime with physical activity since Fenech et al (2020) found that students in the primary school were more active at school rather than in their free time.

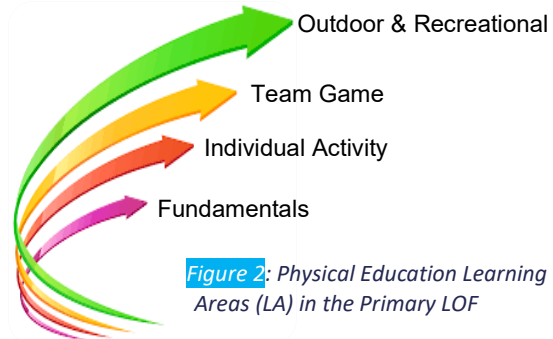


Figure 2: Physical Education Learning Areas (LA) in the Primary LOF

Each of the areas in the PE curriculum needs to enrich the experience of each student as multilateral education is presented. The student has much to gain from practising different activities and sports at this stage as they need to gain a wide base of skills that is found in many different sports and physical activities. The teacher needs to make the lesson fun where all are active with a high time on task and lots of repetitions where the students can explore and learn through guided discovery and student-centred approaches.

### Middle & Secondary PE

Within middle and secondary schools, students are expected to refine physical literacy and to experience sport. Thus, in middle school, it is a combination of both, while in the secondary the emphasis is on sport.

There are four (4) LA – Fitness, Individual Activity, Team Game, Outdoor and Recreational which need to be taught in every scholastic year. Yet schools can decide to either teach Fitness as a separate LA or to include Fitness with each of the other three (3) LA. If fitness is taught as a distinctive LA, there will be five (5) rotations of six (6) weeks each. If the school chooses to incorporate fitness within the each of the three (3) LA then there will be rotations every ten (10) weeks. Alternatively, middle schools may decide to alternate between the three (3) areas in each week and secondary schools between two (2) areas for the whole year as per Tables 2a&b. In this way, the teacher can hold three (3) different activities at the same time, that is Fitness on one day, Individual Activity on another and Team Game on yet another day and this runs for the whole year. In this way there is more variety within the same week.

| Fitness | Individual Activity | Team Game |          | Outdoor & Recreation |
|---------|---------------------|-----------|----------|----------------------|
|         |                     | Invasion  | Net Game |                      |
| 6 weeks | 6 weeks             | 6 weeks   | 6 weeks  | 6 weeks              |

Table 2a: Rotations with Fitness as a Distinctive LA

| Individual Activity + Fitness | Team Game + Fitness | Outdoor & Recreation + Fitness |
|-------------------------------|---------------------|--------------------------------|
| 10 weeks                      | 10 weeks            | 10 weeks                       |

Table 2b: Rotations with Fitness as an Integral Part of each LA

Whatever rotation, teachers within each school need to cooperate so that the right space and equipment is provided to ensure that students receive their entitlement.

LO within each LA

A teacher needs to present five (5) LO within each LA. Therefore, a total of twenty (20) LO will be presented within each year. These can be determined by the teacher or selected in consultation with the students within a more student-centred approach. Eight (8) of these outcomes relate to pedagogy as they are concerned with how the LA is taught, while twelve (12) of these outcomes relate to content or what is actually taught. The process of learning is considered as important as what the students actually learn and teachers are encouraged to use the Direct Method sparingly. If beyond Year 11, students are required to be responsible for their own participation in physical activity, it is expected to teach them how to be responsible and how to learn in school, during each PE lesson. The pedagogy used will make a difference if students learn to be independent or they will continue to depend on a significant other for their participation in sport or physical activities.

In the primary sector, the school day is often highly structured and limited to approximately five hours of contact time, sometimes less. Recognising this constraint, the implementation of an ideal structure for Physical Education (PE) and Physical Activity (PA), as outlined in the PE projects of Daily PA, adopts a whole-school approach that emphasises sustainability and cross-curricular integration.

This approach aims to foster a positive and long-term PE culture within schools.

The ideal structure for PE and PA in the primary sector is as follows:

1. **PE Lesson by the PE Teacher:** One weekly PE lesson of no less than 40 minutes, delivered by the peripatetic PE teacher.
2. **PE or PA Lesson by the Class Teacher:** One weekly PE or PA lesson of no less than 40 minutes, delivered by the class teacher.
3. **Ready, Set, Play! Junior Programs:** Two weekly PA sessions of 30 minutes each, as part of the Ready, Set, Play! Junior programs.
4. **Additional Weekly Activity:** One weekly activity tied to the school's participation in initiatives such as Intrascchools, Interschools, Sports Days, cross-curricular activities, and other related events.

Rather than imposing rigid percentages or fixed quotas, this framework supports a collaborative, whole-school approach. By forging effective links between curricular and extracurricular PE, PA, and sport initiatives, schools can build a cohesive and supportive environment for fostering physical literacy and well-being among all learners.

## Pedagogy & Models Based Practice (MBP)

Let the main object of this, our Didactic, be as follows: To seek and to find a method of instruction by which teachers may teach less, but learners may learn more; by which schools may be the scene of less noise, aversion and useless labour but of more leisure, enjoyment and solid progress. (Comenius, 1657 p.4, cited in Quennerstedt & Larsson, 2015 p.2)

Teaching is both an art and a science. A teacher needs to know how to intervene and when to intervene within a lesson. By adapting a student-centred approach, the teacher interferes less in the lesson and is still effective in leading students to achieve specific outcomes (Bjørke & Moen, 2020). It also helps students to recognise that learning can happen and should happen in PE and to deconstruct the notion that PE is about free play. Within a LO Framework, the LO need to be achieved by the

students and not simply presented to the students. There needs to be a clear idea and structure of how these will be achieved.

The sage words of Comenius, but also of Dewey (1938) have advocated an education that is based more on learning rather than on feeding too much information. The traditional method of teaching based on the banking model (Freire, 2017) has probably been used extensively for better control and organisation, rather than for teaching. Teaching does not require standardised instruction and exercises but an approach to engage students at their current level. Indeed, Bessa et al (2021) conclude that a Sport Education model produces better results in terms of technical performance, tactical performance, personal and social skills, sport specific content knowledge and physical activity when compared to a more traditional teacher centred model. So why focus on teaching when we should really focus on learning?

Or shall we ask where does learning happen? In sport, the term muscle memory is used extensively but learning happens in the brain and the act of learning is the act of changing the brain (Zull, 2002). Neuroscience shows how moderate arousal, (implying enjoyment and motivation) need to be present for learning to happen. Then sport and physical activity will stimulate active learning if conducted in the right way, that is allowing the student to be actively involved, rather than engaging the student in mindless repetitions. The question is more important than the answer since not one single answer will suffice to cater for the needs of each student. Rather, each student needs to come up with or be supported with solutions that are congruent with own needs to a specific challenge that is presented. This is where tactics, strategy and compositional ideas come into play. In building several neural connections that promote memory, learning is happening inside the brain, and it can be said that learning is more of what happens inside the individual rather than that which happens outside the person. As the student makes sense of own interaction with the environment and with others, this leads to learning. Information becomes meaningful knowledge, and it can be used in the lesson and elsewhere. It forms the basis upon which further knowledge can be scaffolded and adjusted by what Piaget refers to as assimilation and accommodation.

Each area within PE lends itself to carefully structured pedagogical frameworks or MBP that elicit specific outcomes. The holistic development LO in this document consider how students can learn. It is suggested to adopt the Sport Education model (SE) as the leading model within PE lessons, although it is also encouraged to utilise other models alongside it. For example, SE and Health Optimising Physical Education can be used for Fitness. For Games, a tactical approach is required. Teaching Games for Understanding (TGFU) adopts a tactical approach whereby students are presented with a tactical challenge which they need to improve.

Casey & Kirk (2020) consider that through MBP, curriculum, teaching, learning and assessment are aligned. In this way, assessment can happen as students are learning and there is no need for summative assessments at the end of each unit. Teachers can look for evidence of learning as they teach.

The SE model is very student-centred and apart from engaging in the specific LA as athletes, students develop also other roles that pertain to the sport. This helps students to get closer to participation in a club as it resembles sports seasons. SE could also be used for many sports such as Athletics, Gymnastics, Games, Fitness ... whereby the season ends in a culminating event. The skill-based approach for games is not advocated.

Other important models include Teaching Personal and Social Responsibility (TPSR), Activist, Cooperative Learning (CL) and Adventure Education (AE).

The teacher is encouraged to master such models and interpret them within a student-centred approach while relating to reality-based learning, in that both learning, and assessment need to be authentic. This implies that learning needs to make sense and can be transferred to settings beyond the school confinements as an overarching aim is to help students transition from the school to physical activities and sports that happen outside school.

Metzler (2017) emphasises seven (7) key operations to consider within a teacher-centred – student-centred continuum, these being content selection, managerial control, task presentation, engagement patterns, instructional interactions, pacing and task progression. Each model will provide its own distinct ways of interpreting these seven (7) operations and so by using different models, different outcomes from the Holistic Development section will need to be selected to ensure that students are learning concepts that are in line with that MBP. Figure 3 shows a control profile for SE and student centredness tends to be higher throughout the season when students are leading the lessons, than when they are still learning their roles and led by the teacher to help them to develop their own interpretation of the game that they are learning.

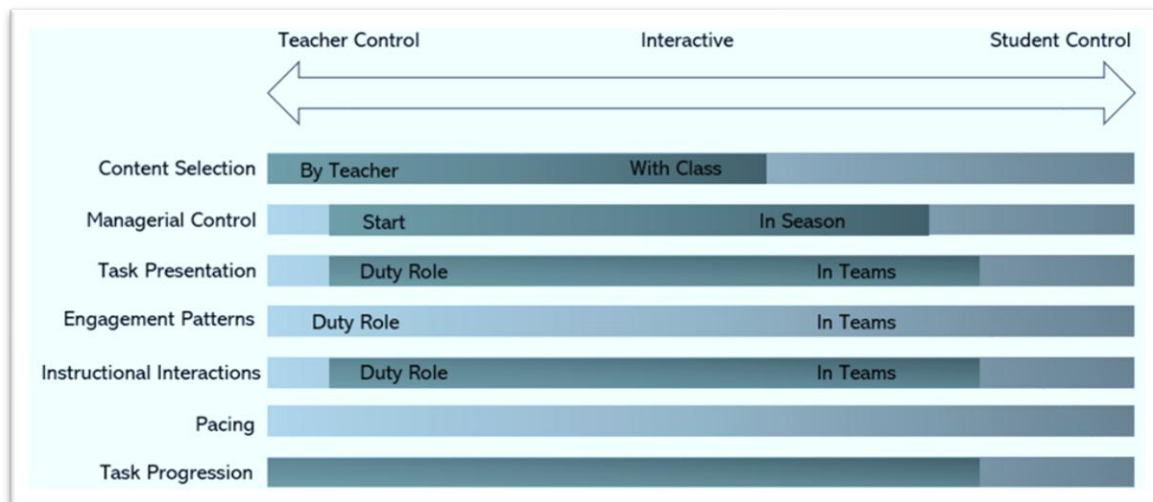


Figure 3: Control Profile for SE (Metzler, 2017, p 276)

### Guiding Learning Theories

While many learning theories have a contribution to make towards a more holistic PE, a small number have been selected to emphasise their importance within this framework. It is the intention to ground learning in ecological theories. Learning is a process, and it occurs in various places. In this realm, it is important to link with the outside world so that learning that happens in school is relevant outside school and vice versa. So, multiple settings will support the school in achieving and sustaining learning. Learning within isolated skills and decontextualised settings surely does not lead to authentic learning and so such practices should not be held at all or held sparingly, if necessary. Students need to learn to perceive the environment in which things are happening and how they are happening so that they could respond adequately, reinforcing the perception-action coupling (Gibson, 1979). Students are intrigued by discovery, inquiry, and reality. They need to see success in their actions when they are applied in realistic situations in which they are asked to participate. So, situations might need to take the lead over drills, in so much as experience, inquiry and engagement need to take the lead over decontextualised skill learning. Within a student-centred PE, students might need to co-construct the lesson with the teacher and accepting that a non-linear pedagogy (Lee et al, 2014) is applied in PE.

Constructivism helps students to scaffold on what they already know. Students cannot be considered as blank slates and so the teacher is required to understand what the students know before any lesson is presented. This implies that learning is a never-ending and active process, and the student can always be challenged to move to higher levels of learning as new meanings are created through the integration of new competences (Vygotsky, 1978). Meaning is not developed arbitrarily but each student can construct meaning by relating to previous experiences and to social understanding. Therefore, lessons need to be grounded in authentic situations, and related to the students' levels where students use inquiry to make sense of their own learning. This requires different timelines for different students. Dweck (2008) considers that high expectations can be posed for each student by invoking growth mindsets. It is simply about harnessing the power of yet, as when teachers guide the students in the right way, students achieve beyond expectations.

Assessment for Learning (AfL) considers each student as being capable to learn and assumes that given the right feedback to feedforward, that student can scaffold on previous learning and learn. William & Black (1996) consider AfL to have three (3) important components, that is, gathering evidence, interpreting evidence and taking action. In other words, it can be said, it investigates where the learner is now, where the learner is going and how to get there. The teacher is not required to teach an average student, but each student has own idiosyncratic needs. To be effective in implementing AfL, it is suggested that the teacher considers the following process:

- Understand where the students stand within the learning process.
- Communicate the LI and relative SC that are derived from the LO.
- Develop an effective questioning protocol.
- Emphasise SC throughout the lesson.
- Challenge all learners at different levels.
- Give the opportunity for students to perform self and peer assessment.

Critical Pedagogy aims to conscientize (Gillespie & McBain, 2011) the students to the world around them and to enable them to be critical consumers of sport and physical activity, or possibly become themselves producers of knowledge. This can happen through emancipation and empowerment as meaning and power are negotiated between the teachers and the students (Lopes, 2015). Teachers need to engage in a dialogue with students to enable them to critically examine the constraints that emanate from culture and ideology. Students need to deal with many issues such as ableism, gender, LGBTIQ, multiculturalism, fat-phobic and a myriad of other concerns. Although such matters are often neglected, they tend to be more problematic than any prescribed content that is being taught. Indeed, liberation can never happen through prescription but in the shared dialogue between teacher and students. In this way, MBP can enable students to engage in practices that help them to make choices that concern them.

### Scheme of Work

Schemes of work need to be fluid and reflect student abilities and student learning. They cannot be over prescriptive but need to move around the students' abilities. It is useless to move on to the next lesson if the students did not grasp the concepts that will help them move forward. In PE, learning should always precede content coverage. Content coverage is something done by the teacher, but learning is what the students have taken from such content.

The premise less is more will be used. Use less content but ensure that students have grasped the concepts that are presented. So, if a whole class manifested difficulties in lesson 3, it is useless to move to lesson 4. It might be required to repeat lesson 3 or to modify it because more appropriate

content or pedagogy could be used. If, however some students have not been able to grasp the concepts of that lesson, then this process might need to be interpreted with these students only.

| Learning Area for the weeks |  |   |   |  |   |
|-----------------------------|--|---|---|--|---|
| Lesson number               | Learning Outcome                         | Learning Intention WALT   | Success Criteria WILF   |  | Resources   |
| 1                           | This needs to be copied from the LOF PE. | <p>We Are Learning to:</p> <p>This is the LO as it will be communicated to the students, or the LO broken down into more lessons.</p> | <p>What I'm Looking For:</p> <p>What do the students need to do to show that they have learned?</p> <p>Write 3-4 SC per LO which need to be differentiated.</p> | <p>Activity 1<br/>Time:<br/>Area:<br/>Differentiation:</p> <p>Activity 2<br/>Time:<br/>Area:<br/>Differentiation:</p> <p>Activity 3 Time:<br/>Area:<br/>Differentiation:</p> | List all resources (including facilities) that are required for the lesson. |

**Table 3:** Scheme of Work

**Table 3** shows a suggested scheme of work which includes the LO, LI, SC, Activities and Resources. It is suggested that 1 (one) LO is selected for each lesson from any LA and another LO from the Holistic Development (HD) section. In this way, there are 2 (two) LO and consequently 2 (two) LI. There needs to be 2-4 SC per LI which are differentiated accordingly. Within a good lesson, every student needs to achieve at least one SC as otherwise, learning would not have occurred.

The LI and SC are used to determine the possible activities that the students are going to use to determine their learning. The teacher allows for experimentation and enhances the students to come up with solutions. In this way the teacher is checking for understanding within the different groups and determines if the students can use any equipment meaningfully. The teacher is still responsible for providing alternatives or suggestions when students get stuck. The students or the teacher or both together can select a theme or a LA. The exercises that are suggested in the scheme of work as just guides. The students might opt otherwise, or the teacher might determine that such exercises are too easy or difficult for the students, so flexibility is allowed on the choice of exercises. The number of repetitions is also indicative, as quality should always precede quantity. Yet, once the students have mastered the concept, then adequate repetitions are necessary for learning to happen in meaningful ways.

### Lesson Planning

Similarly, lesson plans should not be rigid, but they should allow for all students to make sense of their current ability within a given environment to perform a task (Newell, 1986). The lesson will not focus on a skill such as a forward roll, but on the bigger concept such as rolling and so students can perform different rolls and can use them meaningfully within a sequence of skills. Similarly in a game, the LO will not focus on passing but on the ability of students to use passing meaningfully within a game situation. So, different activities need to be planned for the different students within class, to generate learning for each student.

## Lesson

The lesson needs to stimulate the students from the very start. Students should not wait till the very end to play a game or to experience fun. The main idea is to start with a game, reflecting Kolb's experiential learning cycle as the game embeds the students' experiences and can stimulate the students to participate more. However not all games are adequate. All the activities need to be linked with the LO and its relative SC so that the students have enough time and activities to assimilate the concepts that need to be learned.



Figure 5: A suggested Lesson Plan Format

The lesson could have 3 activities which include a game or a game format, a practice session and a final game. In this sense, these activities could be mapped to Kolb's **experiential learning** theory (Schenk & Cruickshank, 2015) which states that it is important to first relate to own experience. The second and third stages relate to reflection and linking with some kind of model and this includes the practice which will give value to the first activity by working to improve it. The third activity brings together the first two activities and increases the students' ability in the task. The aim of the Practice is to give feedback to the first Game and to feedforward for the end game. In this way, the lesson aims to help the student to develop better competences and achieve the learning outcome.

This format is not exclusive and other lesson types can be considered but this example shows how to ground in the students' own experiences and use the game so that students enjoy playing the game at their level and progress through it within the same lesson and across different lessons.

## Activities that enhance learning



Teaching happens when learning happens and so the teacher needs to look for what the students learned (outcomes) and not simply at what the teacher delivered (objectives). The teacher needs to carefully structure lessons in which there is enough repetition for each student to assimilate a learning outcome so that this can be manifested as a competence (ASK). It needs to be a repetition without (mindless) repetition where the students repeat the challenge and not the answer and whereby the form of the exercise needs to be considered. This leads to the students being enriched not just by the experience but also by what they actually learned.

Through the PE lessons, students need to become a better version of themselves at the psychomotor, cognitive and affective domains. Yet not all students start at the same point and the PE teacher needs to meet all students at their idiosyncratic level and plan differentiated activities. This is done as the teacher carefully selects the levels at which activities are carefully planned and presented to different students. In this manner differentiation needs to be applied through space, time, task, equipment and people (Black & Williamson, 2011). More than one of these differentiation criteria can be applied in tandem such as increasing space and decreasing group numbers to help students learn the concepts presented.

|                  | This relates to the   | What can be done  |
|------------------|---|---|
| <b>Space</b>     | Location in which the activity is being held.                     | Increase or decrease the size of the area, change the configuration of the area.  |
| <b>Time</b>      | Duration of the activity.   | Increase or decrease the time allowed for completion of an activity.  |
| <b>Task</b>      | Type of activity that is selected to reach the outcome.           | This needs to reflect the students' current abilities and help them to go one step further. Roles, rules, constraints*, could be altered to promote inclusion and participation.<br>*Refer to constraints led-theory (Renshaw & Chow, 2019) |
| <b>Equipment</b> | Equipment used in the task.                                       | Different kinds of balls or equipment aids can be used to assist the student in performing the task. Equipment is a tool to help the student move from current ability.   |
| <b>People</b>    | Different groups and the number of people involved in each group. | Increase or decrease size depending on the ability of each student and in dynamics within the group.  |

Table 4: Differentiation in PE

Within a student-centred approach, students themselves can decide how to differentiate the criteria to their individual needs and benefits. They can increase or decrease the size of their area at leisure, they can decide which equipment to use, they can decide to progress to a more difficult task or they may decide to continue working on the same task or try to make it easier. Ultimately these are tools that will help the students feel that they can participate at their own pace and at their own level.

At this stage, it is important to highlight that there can never be a single task that accommodates all the students. If all students have different ability levels, then the activities which will enhance learning are going to be different as each student needs to feel that the activity is challenging but achievable.

In accordance with the Developmental Model of Sport Participation (Côté, Baker & Abernethy, 2007) students in middle and secondary years compare to the specialisation phase whereby they need to acquire competences to be active outside school as athletes or as healthy and active citizens. So, the school would be reflecting society, by appreciating authenticity and teaching for it.

## Technology in PE

Pedagogy can be enhanced by and through technology. Technology can be said to be engrained within



the upcoming generation as they do not know a world without technology. They are motivated when technology features in their education process. Yet, teachers need to use such tools to enhance learning and not simply to follow a trend. From using own device with a host of free apps which are ready to use to heart rate monitors or gps trackers, the teacher has necessary tools to teach better. Such technological tools are a necessity just

like any other equipment which is fundamental for effective teaching. And so, the teacher can utilise technological pedagogical content knowledge (Mishra & Koehler, 2006) to create a more student-centred PE whereby students can move at their own level, detect their improvement and record their performance and possibly enhance self-determination.

## Assessment

Assessment and learning are inseparable. There cannot be one without the other and the formative aspect will be a leading component in PE lessons. The teacher teaches only when the needs of the students are met, when the teacher acknowledges what the students know and carefully plans the next steps forward. Teaching is not imparting knowledge but seeing what the students know and helping them improve on what they know.

So, assessment and learning are in constant co-evolution. There is not a specific time when the student will be assessed as the student will be assessed throughout the unit whenever enough evidence is gathered to determine the level of the student and as such a LO needs to be broken into a number of Learning Intentions (LI) and Success Criteria (SC) to enable the student to achieve the specific LO.

The LO might be achieved over more lessons and so different LI and SC might be used to achieve the same LO. In this way learning is distributed across more lessons and the students have more time to develop the required competences while the teacher is more concerned with mastery, rather than merely covering of the syllabus or presenting content. Any activities used during the lesson are just tools to help the students achieve the LI. Through SC, learning is seen to happen at different rates and at different levels in students. The most important thing is that all could learn and move from their current level. And the teacher needs to measure this rate of progress.

The standardised student does not exist. Each student is different because each one is unique. So, evidence of learning may need to be collected in different lessons for different students. Within PE General, each student needs to be pushed beyond own limit, but this implies that some will achieve the same outcome at different levels, yet both would have achieved. The process is at least as important as the product as the student learns how to commit to achieve and how to work alone and / or with others to achieve a specific goal.

## Establishing a Benchmark

As PE revolves around the individual, a set of Key Performance Indicators (KPI's) have been established to ensure that students experience and master critical periods of development. They achieve the required physical literacy so that they can actually keep active beyond schooling. These KPI's are intended to create a union of intent to develop a physically literate person.

| <b>End of Primary (Year 6)</b>   |   |   |   |
|--|---|---|---|
| Fundamentals   | Individual Activity   | Team Game   | Outdoor & Recreation  |
| Perform different movements at different levels and directions.<br>Perform various locomotor skills such as walking, running, hopping, skipping, chasing/fleeing.<br>Vary the rhythm from slow to fast to slow as required by the situation. | Run, jump, rotate and land in a controlled manner.<br>Submerge with open eyes below the surface for a few seconds without distress. | Pass with my dominant hand / foot to a teammate.<br>Show readiness through good positioning and good body stance within self/general space. | Show ability to balance and use hand-eye coordination whilst riding a bike for a distance.<br>Trek for 3km. |
| <b>End of Middle (Year 8)</b>  |   |   |   |
| Fitness  | Individual Activity   | Team Game   | Outdoor & Recreation  |
| Complete a circuit including different muscle groups of 4 minutes with an adequate work to recovery ratio.<br>Perform at least one strength exercise for the upper body, core and lower body.  | I can set a goal in my specific area and achieve that goal within 6 weeks.  | Participate in an active way within a small-sided game of 2v2.  | Trek for 4km.<br>Aim and shoot at a target using a bow and an arrow.  |
| <b>End of Secondary (Year 11)</b>  |   |   |   |
| Fitness  | Individual Activity   | Team Game   | Outdoor & Recreation  |
| Complete a circuit of at least 2 sets including different muscle groups of 4 minutes per set with an adequate work to recovery ratio.<br>Combine 3 different exercises to perform a flowing movement.  | Run/swim a given distance with pace.<br>Perform a routine of linked movements with or without music.                                | Participate in an active way within a small-sided game of 4v4.  | Trek for 6km.<br>Set up and dismantle a 3-man tent.   |

**Table 5:** KPI's for end of Primary, Middle and Secondary School in different LA

Apart from achieving KPI's, the educational system requires students to be awarded a mark at the end Year 11 as no marks are assigned in Years 7 to 10. In view of this, teachers need to translate student achievement in each of the LA as recorded and convert it to a mark.

| Learning Area (LA)     | Mark Allocation per LA |
|------------------------|------------------------|
| Fundamentals / Fitness | 25%                    |
| Individual Activity    | 25%                    |
| Team Game              | 25%                    |
| Outdoor/Recreational   | 25%                    |

**Table 6:** Allocation of Marks per Learning Area

The student will be assessed through LO that best describe the student in that specific area. A total of twenty (20) LO will be used throughout a scholastic year, precisely five (5) outcomes per Learning Area. Two (2) outcomes from 'Holistic Development in Physical Education' will be selected alongside three (3) outcomes from the specific LA. The eight (8) 'Holistic Development LO need to be specific to the Year the students are currently in.

## Marks Assigned per LO

Each LO will be assigned marks as per **Table 7** so that the mark is closely linked to the performance in the LO.

| LA                     | Not Achieved | Partially Achieved | Satisfactorily Achieved | Fully Achieved |
|------------------------|--------------|--------------------|-------------------------|----------------|
| Fitness                | 1            | 2                  | 3-4                     | 5              |
| Individual Activity    | 1            | 2                  | 3-4                     | 5              |
| Team Game              | 1            | 2                  | 3-4                     | 5              |
| Outdoor / Recreational | 1            | 2                  | 3-4                     | 5              |

**Table 7:** Marks allotted per learning outcome per LA

In Fitness, the mark is a reflection of improvement in each of the fitness components that are worked on. It is suggested to consider between three (3) to (5) components. Students are urged to set goals and improve on their current level.

## Theory Lessons in PE

PE should remain predominantly practical in nature, with theory lessons playing a supporting role in enhancing students' understanding of key concepts. While often scheduled on rainy days, theory lessons should not be limited to such occasions. Instead, they should be strategically planned to provide essential knowledge that helps students improve performance, maintain lifelong fitness, and make informed health choices.

A limited number of theory lessons (approximately 3 to 5 per year, or around 5% of total lessons) should focus on topics that cannot be effectively covered during practical sessions. These may include:

- Components of fitness
- Goal setting and motivation
- Health and well-being
- Social issues in sport

By delivering well-structured and engaging theory lessons, students gain deeper insight into the broader aspects of PE, reinforcing their practical experiences with essential theoretical knowledge.



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## Physical Education Learning Outcomes (Primary Years)

| Area Fundamentals      | Topic                       | Learning Outcomes   |        |
|------------------------|-----------------------------|---|--------|
|                        |                             | Year 1  | Year 2 |
| F2.1                   | Differentiation             | I can self-toss and catch a balloon and a scarf.  |        |
| F2.2                   |                             | I can go over and under an implement such as a swimming noodle placed at different heights by the teacher.  |        |
| F2.3                   | Equilibrium                 | I can travel while balancing an implement such as a bean bag on my head without dropping it.  |        |
| F2.4                   |                             | I can balance on one foot while balancing an implement such as a bean bag on different body parts such as knee, shoulders, and foot.                  |        |
| F2.5                   | Combination of Movements    | I can self-toss / bounce an implement such as a scarf, balloon, or a ball perform a body action such as a jumping jack and catch the implement again. |        |
| F2.6                   |                             | I can lift my foot over a low obstacle and I can crawl under low obstacles to move in the intended direction.   |        |
| F2.7                   | Orientation of Space & Time | I can travel faster in a big space and slower in small space.   |        |
| F2.8                   |                             | I can travel as required to go from one spot to another and arrive at a destination.  |        |
| F2.9                   | Reaction                    | I can react instantly to a given instruction.   |        |
| F2.10                  |                             | I can roll a ball through my feet, turn and go and catch it fast.   |        |
| F2.11                  | Rhythm                      | I can throw and catch a ball upon rebound for at least three (3) consecutive times at the same rate.  |        |
| F2.12                  |                             | I can travel as slow as possible such as an inch worm and fast such as a cheetah.   |        |
| F2.13                  | Agility                     | I can travel along different pathways to create letters such as 'V', 'M', 'L' and /or numbers such as '0', '4', '7'.                                  |        |
| F2.14                  |                             | I can create and copy different footwork movements using different implements such as 'square', 'hexagon'.  |        |
| F2.15                  | Speed                       | I can differentiate between running in a straight line and running in between obstacles.  |        |
| F2.16                  | Throwing                    | I can throw a ball / implement towards a target.  |        |
| F2.17                  |                             | I can differentiate between underhand and overhand throws.  |        |
| F2.18                  | Catching                    | I can catch a self-tossed ball / implement.   |        |
| F2.19                  |                             | I can catch a large ball thrown at me.  |        |
| <b>Area Gymnastics</b> |                             |   |        |
| GY2.1                  | Animal Travels              | I can perform some animals walks such as duck and seal.   |        |
| GY2.2                  | Location                    | I can perform a skill in self space such as a jump and I can perform another skill in general space such as a roll.                                   |        |
| GY2.3                  | Directions                  | I can travel in different ways such as forward / backward, right / left ...   |        |

|                                    |                     |   |
|------------------------------------|---------------------|---|
| GY2.4                              | Pathways            | I can travel from one side to another side of the mat in different ways, using hands, feet and rolls.                               |
| GY2.5                              | Weight transference | I can transfer weight from my feet to different parts of the body.  |
| GY2.6                              | Levels              | I can travel at a low, medium and high levels.  |
| GY2.7                              | Balance             | I can hold a balance for 3 seconds.   |
| <b>Area Athletics</b>              |                     |   |
| A2.1                               | Runs                | I can sprint for 20m in a linear path.  |
| A2.2                               |                     | I can start to run from different starting positions.   |
| A2.3                               |                     | I can run around an obstacle course circuit.  |
| A2.4                               | Jumps               | I can jump for height.  |
| A2.5                               |                     | I can jump for distance.  |
| A2.6                               | Throws              | I can perform an underhand throw.   |
| A2.7                               |                     | I can perform an overhand throw.  |
| <b>Area Educational Dance</b>      |                     |   |
| D2.1                               | Movement            | I can follow a range of non-locomotor movements like bend, stretch, twist, turn, jump on the spot, rise/sink, fall.                 |
| D2.2                               |                     | I can follow a range of locomotor movements such as walk, run, jump, hop, skip, gallop, leap).                                      |
| D2.3                               |                     | I can imitate different balances on different body parts of the body.   |
| D2.4                               |                     | I can move safely in space as an individual but in a group-atmosphere using different directions (forward, backward, and sideways). |
| D2.5                               |                     | I can clap to the rhythm of fast and slow tempo.  |
| D2.6                               | Compositional Ideas | I can repeat four different choreographed movements in response to a variety of music   |
| <b>Area Outdoor / Recreational</b> |                     |   |
| OR2.1                              | Trekking            | I can trek a 2 km route.  |
| OR2.2                              | Orienteering        | I can find familiar locations within the school.  |

| Area Fundamentals      | Topic                       | Learning Outcomes  |        |
|------------------------|-----------------------------|--|--------|
|                        |                             | Year 3   | Year 4 |
| F4.1                   | Differentiation             | I can travel as fast as a ball thrown by self and / or others.   |        |
| F4.2                   |                             | I can throw a ball and / or implement as close as possible to a given target such as playing golf, or bocce.         |        |
| F4.3                   | Equilibrium                 | I can balance with a partner at various levels on different body parts.  |        |
| F4.4                   |                             | I can move from one balance to another having different points, i.e. from 5 points to 3 points of contact.           |        |
| F4.5                   | Combination of Movements    | I can travel, turn around a cone 360°clockwise, run, turn around a cone 360° anticlockwise and continue running.     |        |
| F4.6                   |                             | I can jump with a quarter, half or full turn and upon landing perform a skill.                                       |        |
| F4.7                   | Orientation of Space & Time | I can travel into open space after passing a ball.   |        |
| F4.8                   |                             | I can travel in general space and upon signal move a colour that is (not) called.                                    |        |
| F4.9                   | Reaction                    | I can react to a ball thrown from behind me while I'm looking forward and I can react to catch the ball.             |        |
| F4.10                  |                             | I can react to a z-ball that is thrown in different ways.  |        |
| F4.11                  | Rhythm                      | I can time running through partners who are passing a ball to each other without getting hit.                        |        |
| F4.12                  |                             | I can copy my partner's tempo with my movement.  |        |
| F4.13                  | Agility                     | I can travel along different pathways to create letters such as 'V', 'M', 'L' and /or numbers such as '0', '4', '7'. |        |
| F4.14                  |                             | I can create and copy different footwork movements using different implements such as 'square', 'hexagon'.           |        |
| F4.15                  | Speed                       | I can perform speed running exercises such as high knees and quick feet.   |        |
| F4.16                  |                             | I can stop with fast short steps after a sprint (deceleration).  |        |
| <b>Area Gymnastics</b> |                             |  |        |
| GY4.1                  | Animal Walks                | I can perform animal movements such as frog jump, donkey kick and bunny jump.  |        |
| GY4.2                  | Rolls                       | I can perform a roll with control.   |        |
| GY4.3                  | Balance                     | I can perform symmetrical and asymmetrical balances.   |        |
| GY4.4                  | Jump                        | I can jump and land in a controlled manner.  |        |
| GY4.5                  | Sequence                    | I can follow a pre-set routine of at least 3 skills that includes a balance, a roll and a jump.                      |        |
| GY4.6                  |                             | I can perform a sequence using at least two levels (high, medium, low)   |        |
| GY4.7                  |                             | I can link one skill with another to connect it with another movement.   |        |
| <b>Area Athletics</b>  |                             |  |        |
| A4.1                   | Runs                        | I can sprint for 20m with good technique.  |        |
| A4.2                   |                             | I can demonstrate a standing start.  |        |
| A4.3                   |                             | I can run at constant speed for 250m without stopping.   |        |

|                                    |                     |   |
|------------------------------------|---------------------|---|
| A4.4                               | Jumps               | I can differentiate between jumping for height and jumping for distance.  |
| A4.5                               |                     | I can jump from one foot and land on two feet.  |
| A4.6                               | Throws              | I can perform a standing throw with follow-through.   |
| A4.7                               |                     | I can differentiate between an overhand and underhand throw.  |
| <b>Area Dance</b>                  |                     |   |
| D4.1                               | Movement            | I can travel in space using basic locomotor actions to music or sounds such as skipping, hopping, galloping using different pathways and levels.    |
| D4.2                               |                     | I can perform basic non-locomotor actions to music or sounds such as bending, twisting and turning...   |
| D4.3                               |                     | I can perform different shapes with the body such as narrow and wide, curved and round, twisted, symmetrical and asymmetrical.                      |
| D4.4                               | Compositional Ideas | I can follow a choreographed dance for at least 4 bars (16 counts)  |
| D4.5                               |                     | I can clap to follow the rhythm of different tempo of different music.  |
| D4.6                               |                     | I can perform movement in relation to a partner's reaction (copying-mirroring) adopting different positions (side by side, behind each other etc.). |
| <b>Area Games</b>                  |                     |   |
| G4.1                               | Skills (Invasion)   | I can explore different passes with my hands and feet such as (bounce, chest pass or inside and outside)  |
| G4.2                               |                     | I can dribble a ball while moving in an intended direction.   |
| G4.3                               |                     | I can shoot a ball towards a target with my preferred hand / foot.  |
| G4.4                               | Skills (Net)        | I can juggle a ball with my hands and / or implement, with the ball allowed to touch the floor between juggles.                                     |
| G4.5                               |                     | I can hit the ball at least three times consecutively against the wall such as 3 sets (volleyball).   |
| G4.6                               | Tactics (Invasion)  | I can differentiate between passing the ball or dribbling in a given situation.   |
| G4.7                               |                     | I can show myself for the ball to be able to receive a pass.  |
| G4.8                               | Tactics (Net)       | I can play the ball / shuttle near and far.   |
| <b>Area Outdoor / Recreational</b> |                     |   |
| OR4.1                              | Trekking            | I can trek a 2.5 km route.  |
| OR4.2                              | Orienteering        | I can follow basic directions using compass directions.   |
| OR4.3                              | Tent-Pitching       | I can set up a pop-up tent with guidance in a small group.  |
| OR4.4                              | Team Building       | I can lead and follow in various team building activities.  |
| OR4.5                              | Ultimate Frisbee    | I can throw a frisbee in the intended direction.  |

|       |             |   |
|-------|-------------|---|
| OR4.6 | Mini-Tennis | I can bounce the ball on the racket face for a number of consecutive times. |
|-------|-------------|---|

| Area Fundamentals      | Topic                       | Learning Outcomes  |        |
|------------------------|-----------------------------|--|--------|
|                        |                             | Year 5   | Year 6 |
| F6.1                   | Differentiation             | I can play two consecutive passes, one short (4m) and one long (10m+)  |        |
| F6.2                   |                             | I can keep possession in numerical advantage by changing sport such as handball, rugby ...   |        |
| F6.3                   | Equilibrium                 | I can balance on one foot on a stable surface and tap / circle three markers, one placed in front, one to the side and one behind.   |        |
| F6.4                   |                             | I can balance and move from one unstable surface to another.   |        |
| F6.5                   | Combination of Movements    | I can receive a pass, dribble and shoot in a fluent way while running.   |        |
| F6.6                   |                             | I can perform four different consecutive movements at various levels (low, medium, high) and different speeds (fast, slow) such as walk on all fours (bear), turn to walk as a table top, get up, skip from one spot to another and run. |        |
| F6.7                   | Orientation of Space & Time | I can position myself in the middle of three (3) or four (4) team mates who are running around me with/out a ball and I can adjust my position according to their movement to be always in the middle.                                   |        |
| F6.8                   |                             | I can always position myself in relation to others (i.e. triangle formation with player in possession in a team game and find personal space in a dance).  |        |
| F6.9                   | Reaction                    | I can react to a visual stimulus and perform a required movement.  |        |
| F6.10                  |                             | I can react to a kinaesthetic stimulus (such as a tap on the shoulder) and perform a required movement.  |        |
| F6.11                  | Rhythm                      | I can vary the rhythm from slow to fast to slow ... as required by the situation.  |        |
| F6.12                  |                             | I can pass / dribble very fast and I can pass / dribble at a slower pace.  |        |
| F6.13                  | Agility                     | I can do a T run using the correct pathway and the correct footwork.   |        |
| F6.14                  |                             | I can go over and under things situated in a circuit and run through obstacles.  |        |
| F6.15                  | Speed                       | I can increase speed by using fast short steps in the acceleration phase.  |        |
| F6.16                  |                             | I can run with maximum speed well over the finishing line in a 30m dash.   |        |
| F6.17                  | Motor Skills                | I can walk, run, jump, leap, dodge ...   |        |
| <b>Area Gymnastics</b> |                             |  |        |
| GY6.1                  | Actions                     | I can differentiate between pike, straddle, straight, tuck and star.   |        |
| GY6.2                  | Rolls                       | I can perform a forward or backward roll from raised or flat surface.  |        |
| GY6.3                  | Balance                     | I can hold an inverted balance for 3 seconds.  |        |
| GY6.4                  | Jump                        | I can jump, rotate and land in a controlled manner.  |        |
| GY6.5                  | Sequence                    | I can follow a pre-set routine of at least 5 skills that includes a balance, a roll and a jump and body actions.   |        |

|                       |                     |  |
|-----------------------|---------------------|--|
| GY6.6                 |                     | I can perform a partner sequence on a mat.   |
| GY6.7                 |                     | I can perform a creative start and end position to my sequence.  |
| <b>Area Athletics</b> |                     |  |
| A6.1                  | Runs                | I can sprint for 30m with good technique.  |
| A6.2                  |                     | I can demonstrate a standing start with staggered feet.  |
| A6.3                  |                     | I can pace a 400m without stopping.  |
| A6.4                  | Jumps               | I can perform a short run up (1 to 3 steps) and jump for distance.   |
| A6.5                  |                     | I can perform a standing broad jump and land on two feet.  |
| A6.6                  | Throws              | I can perform a standing throw with follow-through.  |
| A6.7                  |                     | I can perform a two-handed backward throw for distance.  |
| <b>Area Dance</b>     |                     |  |
| D6.1                  | Movement            | I can improvise movement according to the music or rhythm.   |
| D6.2                  |                     | I can match facial gestures to the different music or dance theme.   |
| D6.3                  |                     | I can differentiate my effort such as fast/strong vs slow/light and my weight such strong/heavy vs gentle/light according to different music or dance theme. |
| D6.4                  |                     | I can dance with a partner or in a group and / or using a stimulus.  |
| D6.5                  | Compositional Ideas | I can follow a choreographed dance for at least 4 bars (16 counts) with rhythm and control using facial expressions.   |
| D6.6                  |                     | I can follow a choreographed dance with at least two (2) of the following (space, weight, time and flow).  |
| D6.7                  |                     | I can dance to at least two (2) genres of music.   |
| D6.8                  |                     | I can follow at least two relationships such as in unison, canon, shadowing or mirroring.  |
| <b>Area Games</b>     |                     |  |
| G6.1                  | Skills (Invasion)   | I can pass with my dominant hand / foot to a team mate.  |
| G6.2                  |                     | I can dribble with my dominant hand / foot while looking forward.  |
| G6.3                  | Skills (Net)        | I can hit a ball / shuttle with an implement and send it in the intended direction.  |
| G6.4                  | Tactics (Invasion)  | I can pass to a free player in a numerical advantage situation such as 3v1 or 4v2.   |
| G6.5                  |                     | I can move to support a player in possession and create a passing angle.   |
| G6.6                  |                     | I can receive with an open body (facing the pitch).  |
| G6.7                  |                     | I can close one angle for the player in possession.  |
| G6.8                  | Tactics (Net)       | I can show readiness to receive the ball / shuttle starting in base position.  |

|                             |                  |  |
|-----------------------------|------------------|--|
| G6.9                        |                  | I can maintain a rally with a partner in a cooperative way.  |
| Area Outdoor / Recreational |                  |  |
| OR6.1                       | Trekking         | I can trek a 3km route.  |
| OR6.2                       | Orienteering     | I can follow basic directions using compass points within school or the surroundings to arrive to a required location. |
| OR6.3                       | Tent-Pitching    | I can set up and dismantle a pop-up tent in a small group.   |
| OR6.4                       | Team Building    | I can lead and follow in various team building activities.   |
| OR6.5                       | Ultimate Frisbee | I can throw a frisbee and send it into the intended direction and into the designated area.                            |
| OR6.6                       | Mini Tennis      | I can play the ball over a net from a distance of 5 metres to a partner who is standing on the opposite side.          |
| Area Swimming               |                  |  |
| S6.1                        | Buoyancy         | I can scull and tread water using the correct technique for arms and legs.   |
| S6.2                        | Water entry      | I can get into the water by diving feet first.   |
| S6.3                        | Strokes          | I can swim for 25m with the support of a floating aid.   |
| S6.4                        |                  | I can swim for 15m without the support of a floating aid using one stroke of choice with correct BLABT*.               |
| S6.5                        | Diving           | I can submerge with open eyes below the surface for a few seconds without distress.                                    |
| S6.6                        | Safety           | I can follow all safety rules in and around the pool.  |

\*(BLABT - Breathing, Legs, Arms, Body, Timing)

## Holistic Development

| Level 7 Year 7   | Level 8 Year 9   | Level 9 Year 11  | Level 10 Gifted & Talented   |
|--|--|--|--|
| HD7.1 I can participate in real game contexts and have a role within a team.   | HD8.1 I can relate with members of my team to improve the team's performance.  | HD9.1 I can feel a sense of commitment towards other team members, and I work hard to improve my competence.                                     | HD10.1 I can be fully committed to perform by engaging in both attacking and defensive duties and feeling ownership of the team. |
| HD7.2 I can assume a non-playing role such as a coach, referee, kit manager within a mini version of the game throughout the whole season. | HD8.2 I can cooperate with other members within the team having non-playing roles so that the team functions well throughout the season. | HD9.2 I can be a positive member within the team by performing my non-playing duty irrespective of results and show commitment towards the team. | HD10.2 I can lead my team within my designated area and ensure that each member can perform at their best.                       |
| HD7.3 I respect the learning abilities, feelings and choices of others.  | HD8.3 I can focus on self-improvement and work hard to go to the next level.   | HD9.3 I can plan for and with others any task assigned to the group.   | HD10.3 I can support and encourage all my teammates, so that each member of the group can perform at own personal best.          |
| HD7.4 I can follow rules for my safety and for the safety of others.   | HD8.4 I can always manifest appropriate behaviour including language and temperament.  | HD9.4 I can communicate with all members of my group and attend to their needs within the specific activity.                                     | HD10.4 I can demonstrate good sporting behaviour on and off the playing area.  |
| HD7.5 I can solve issues with other members of my group in a peaceful manner.  | HD8.5 I can work independently and commit to task even without direct supervision.   | HD9.5 I can cooperate with others to achieve a common goal and to consider the welfare of each member of my group.                               | HD10.5 I can apply skills learned on the playing area to other settings in life  |
| HD7.6 I can complete a movement if assisted.   | HD8.6 I can complete a movement unassisted or by independently following instructions.   | HD9.6 I can combine movements with good posture and control.   | HD10.6 I can create new adaptations to skills to develop new movements according to my new abilities.                            |
| HD7.7 I can have fun and active when participating in outdoor activities.  | HD8.7 I can develop strong relationships through outdoor education activities.   | HD9.7 I can listen to others respectfully and work with them to improve myself and/or others.  |  |
| HD7.8 I can praise and encourage my teammates to perform the task at hand.   | HD8.8 I feel I achieve when we all achieve together.   | HD9.8 I can feel successful when we rely on each other and achieve together.   | HD10.8 I can lead and take full responsibility for my own performance and that of my group / team.                               |
| HD7.9 I can derive a personal meaning through the physical activity / sport and feel accomplished.   | HD8.9 I can develop critical literacy and identify hegemonic structures.   | HD9.9 I can critically consider how physical activity / sport can be socially just and lead to an equitable society.                             | HD10.9 I can embrace an active lifestyle and help others to live a healthy and active life.                                      |

| Level 7 Year 8   | Level 8 Year 10  |  |  |
|--|--|--|--|
| HD7.10 I can prepare for competition and show commitment in training and in games to improve myself.                   | HD8.10 I can prepare for competition by training and playing in the positions required by the team.                                  | HD9.10 I feel competent to play at a competitive level and I feel I have what it takes to keep on improving in my game.          |  |
| HD7.11 I can participate in rituals and dynamics of the sport.   | HD8.11 I can develop competence in at least one non-playing role in my team.   | HD9.11 I can execute a strategy that was developed within the team.  | HD10.11 I can lead my teammates within the group/team to achieve a good standard of performance. |
| HD7.12 I can follow rules honestly and always play fair.   | HD8.12 I can set goals and work hard to achieve them, individually and/or with others.   | HD9.12 I can work on feedback given to improve my performance.   |  |
| HD7.13 I can try every activity, take on various roles if asked, even if considered challenging.                       | HD8.13 I can manage my time well and complete extra tasks by pushing myself to the limit.  | HD9.13 I can use apps and video evidence to improve tactics, strategies and compositional ideas to improve my performance.       |  |
| HD7.14 I can complete an assigned task within the rules and instructions of that task.                                 | HD8.14 I can show resilience to complete a circuit of various skills targeting different body parts.                                 | HD9.14 I can take decisions to adapt movements within a circuit to suit my needs and abilities.                                  | HD10.14 I can design my own circuit and work independently of others.                            |
| HD7.15 I can develop a positive sense of self through outdoor activities.  | HD8.15 I can develop a sense of belonging to the group and demonstrate resilience to complete a task along with members in my group. | HD9.15 I can consistently get outside of my comfort zone to participate in challenging outdoor tasks.                            | 10.15 I can consistently plan and lead challenging outdoor activities for myself and others.     |
| HD7.16 I can engage in the physical activity / sport when I work within my group and feel the support of my teammates. | HD8.16 I can achieve difficult outcomes in physical activity / sport when we work as a group to achieve it.                          | HD9.16 I can work with any member of my class to achieve outcomes in physical activity / sport.                                  |  |
| HD7.17 I can participate fully when my personality is considered and barriers for performance are removed.             | HD8.17 I can feel empowered through the physical activities / sport to do things that are good for me and for others.                | HD9.17 I can critically consider how physical activity and sport can be more socially just and lead to a more equitable society. | HD10.17 I can embrace an active lifestyle and help others to live a healthy and active life.     |

Sport Education / Teaching Personal & Social Responsibility / Health Optimising Physical Education / Adventure Based Learning / Cooperative Learning / Activist Approach

## Individual Activity

### **Pedagogical Model**

The recommended pedagogical models are Sport Education (SE) and Cooperative Learning (CL). Additionally, an Activist approach ensures that teaching addresses the diverse experiences, abilities, and motivations of all students in PE.

### **Testing**

By the end of the module, students must complete a specific performance task related to their activity. This may include:

- Performing a gymnastics sequence.
- Executing a dance routine.
- Running, jumping, and throwing in athletics.

Students should set individual goals within their chosen activity and work towards achieving them throughout the module.

### **Teaching**

Instruction should focus on progressive learning, where students combine individual skills into a complete performance from the start. For example:

- In gymnastics, students may begin working on a sequence from the first lesson, integrating a balance and two jumps as they refine their skills.
- In athletics, students should learn and practice skill components (e.g., phases of the long jump) while also applying them in full execution through cooperative and competitive activities.

This approach ensures that skill development and purposeful application occur simultaneously, helping students understand the value of each skill in context.

### **Assessment**

Students should receive ongoing formative assessment to track their progress and identify areas for improvement. Continuous feedback helps them refine their skills, build confidence, and achieve their set goals effectively.

### **Structure**

For students to experience a variety of activities it is suggested to hold dance, gymnastics or martial arts in the middle school and athletics, swimming or martial arts in the secondary school.

| Athletics  |   |   |   |
|--|---|---|---|
| Level 7<br>Years 7 & 8   | Level 8<br>Years 9 & 10   | Level 9<br>Year 11  | Level 10<br>Gifted & Talented   |
| A7.1 I can start sprinting from a standing and a 3-point –start.   | A8.1 I can start sprinting from a crouch start.   | A9.1 I can get off from a crouch start position at an angle and raise the body gradually while accelerating.                      | A10.1 I can perform all the phases of a sprint with a high-level technique at very high velocity.   |
| A7.2 I can maintain a basic technique when sprinting between 20m and 40m.                                | A8.2 I can continue accelerating when running a 30m sprint.   | A9.2 I can accelerate and maintain the speed when running between 40m and 80m sprint.   | A10.2 I can use proper technique in sprinting with minimal ground contact on the balls of the feet, high knees and proper arm action, finishing off with a dip. |
| A7.3 I can maintain a pace during a middle-distance run of 600m to 1000m.                                | A8.3 I can maintain a good pace when running a middle distance of 800m to 1000m.  | A9.3 I can run at a constant pace for a distance between 1000m to 1500m.  | A10.3 I can maintain a constant fast running pace in a 3000m middle distance run.   |
| A7.4 I can perform a scissors jump from both sides, using right or left leg for take-off.                | A8.4a I can demonstrate a correct approach, take off, flight and landing according to the style of jump (scissors, straddle or Fosbury flop). | A9.4a I can demonstrate a decent technique in high jump using the Fosbury Flop from a 6 to 8 stride approach.                     | A10.4a I can execute the Fosbury flop with an advanced technique.   |
| or   |   |   |   |
| A7.4 I can perform a standing broad jump.  | A8.4b I can perform a long jump from a short approach (6 to 7 strides).   | A9.4b I can demonstrate a good technique in all the phases when performing a long jump from a medium approach (up to 12 strides)  | A10.4b I can execute a long jump with an advanced technique, using either the sail or hang.   |
| A7.5 (Shot Put) I can perform a frontal throw with a 2kg medicine ball.                                  | A8.5a I can execute a linear shot-put technique using a weight between 2kg (girls) or 3kg (boys).   | A9.5a I can put a 3kg (girls) – 4kg (boys) shot with “Run back” or “Glide” with evident increase in speed and balance throughout. | A10.5a I can perform a rotational technique using a 3kg (girls) or 4kg (boys) shot.   |
| or   |   |   |   |
| A7.5 (Discus Throw) I can perform a frontal throw using a quoit, hula hoop or another similar implement. | A8.5b I can execute a standing discus throw using a 750g (girls) or 1kg (boys) implement (rubber discus, sandbag...).                         | A9.5b I can perform a One-turn throw using a 1kg (girls) or 1.25kg (boys) discus or sandbag.                                      | A10.5b I can perform a full throw using a 1kg (girls) 1.25kg (boys) discus with a high degree of success and consistency.                                       |

## Educational Dance

| <b>Level 7<br/>Years 7 &amp; 8</b>  | <b>Level 8<br/>Years 9 &amp; 10</b>   | <b>Level 9<br/>Year 11</b>  | <b>Level 10<br/>Gifted &amp; Talented</b>   |
|---|---|---|---|
| D7.1 I can perform different non-locomotor movements in my personal space (bending, curling, stretching, twisting, round, curved, narrow/wide, symmetrical/asymmetrical).   | D8.1 I can perform movements in time with the music and keep the rhythm.  | D9.1 I can demonstrate original ways to use weight/force in the routine.          | D10.1 I can communicate the mood/feeling/theme of the dance with appropriate expression.        |
| D7.2 I can move in general space using different locomotor movements (running, walking, hopping, skipping, sliding, galloping).   | D8.2 I can show change in time and various spatial qualities in the movements used.   | D9.2 I can use space creatively when planning and performing a dance routine.     | D10.2 I can demonstrate refined technique when executing movements.                             |
| D7.3 I can move in space varying the spatial level areas, pathways and directions ( <i>Level</i> : high, medium, low; <i>Pathways</i> : straight, spiral, zig-zag; <i>Directions</i> : up-down, right-left, forward-backward, diagonals). | D8.3 I can vary the weight or force quality in the movements used (strong-heavy, firm-light, fine-gentle).  | D9.3 I can include change in time while keeping rhythm throughout the dance.      | D10.3 I can suggest ways to improve and refine actions and increase the quality of performance. |
| D7.4 I can hold different balances and positions on different body parts.   | D8.4 I can express an idea or feeling using movements.  | D9.4 I can execute a dance routine with energy, confidence, continuity, and flow. | D10.4 I can analyse the strengths and weaknesses of a dance routine.                            |
| D7.5 I can perform different jumps (2 (two) feet to 2 (two) feet, 2 (two) feet to 1 (one) foot, 1 (one) foot to 2 (two) feet, 1 (one) foot to same foot, 1 (one) foot to other foot).   | D8.5 I can perform different movements using different relationships with a partner or in a group (meeting-parting, unison-canon, matching, mirroring). | D9.5 I can refine the technique to perform 'clean' movements.                     | D10.5 I can dance with a partner or in a group using contact work and simple lifts.             |

|   |  |  |  |
|---|--|--|--|
| D7.6 I can perform movements using different timing (fast-slow, sudden-sustained, accelerating-decelerating). | D8.6 I can control body posture in extension and contraction.  | D9.6 I can plan and present a dance routine of not less than 45 seconds that shows body control and expressive elements. | D10.6 I can use unique ways to connect and perform a range of different body actions and movements in the dance routine of not less than 60 seconds. |
| D7.7 I can show a definite starting and finishing position when performing a movement pattern.                | D8.7 I can combine and perform a range of different body actions and movements in a dance routine of not less than 30 seconds. |  |  |
| D7.8 I can link different body actions and movements and perform a short movement pattern of 32 counts.       |  |  |  |

| <b>Gymnastics</b>   |   |  |   |
|---|---|--|---|
| <b>Level 7<br/>Years 7 &amp; 8</b>  | <b>Level 8<br/>Years 9 &amp; 10</b>   | <b>Level 9<br/>Year 11</b>   | <b>Level 10<br/>Gifted &amp; Talented</b>   |
| GY7.1 I can assume a start and end position.  | GY8.1 I can use all the space and diagonals in my routine.  | GY9.1 I can explore ways of improving a routine.   | GY10.1 I can demonstrate refined technique in a routine.  |
| GY7.2 I can take weight on hands to perform an inverted balance, such as frog stand, tripod, headstand and handstand.   | GY8.2 I can demonstrate appropriate linking movements when performing gymnastics actions.   | GY9.2 I can move into and out of the gymnastics actions, skills and balances fluently whilst showing good weight transfer. | GY10.2 I can be original in planning a 1-minute gymnastics routine showing movements with consistency, fluency and clarity. |
| GY7.3 I can demonstrate an ability to link a minimum of 8 different actions (shapes, rolls and balances) with control.  | GY8.3 I can perform a 30-second routine that includes a variety of body actions (jumps, rolls, balances, rotations and taking weight on hands). | GY9.3 I can perform a 45 second gymnastics routine that shows body control, extension and expressive elements.             | GY10.3 I can show flair, great expression and confidence when performing a routine.   |
| GY7.4 I can display a hurdle step when approaching a spring board/trampoline and hit the spring board with both feet.   | GY8.4 I can demonstrate the correct technique when approaching a vaulting apparatus or crash mat.   | GY9.4 I can show the ability to perform two linear vaults.   | GY10.4 I can perform one rotational vault.  |
| GY7.5 I can perform different jumps off a spring board/trampoline such as tuck, straight, star, pike and straddle jump. | GY8.5 I can land appropriately after a vault.   | GY9.5 I can demonstrate a strong push and tight form off the vaulting apparatus.   | GY10.5 I can show good height off the apparatus and a good landing away from the vault.                                     |

|  |   |   |  |
|--|---|---|--|
| GY7.6 I can perform 4 (four) variations of balances on different bases such as bridge/crab, shoulder stand, front scale, side-scale and arabesque. | GY8.6 I can show different ways of balancing in pairs using support and counterbalance.           | GY9.6 I can perform different pyramids in pairs and in groups.                      |  |
| GY7.7 I can land with control, with bent knees after jumping off a springboard/trampoline.   |   |   |  |
| GY7.8 I can perform different rolls on a mat such as egg, pencil, shoulder, forward, backward and dive.  |   |   |  |
| GY7.9 I can demonstrate basic body shapes such as straddle, dish, pike, tuck, front support and back support.                                      |   |   |  |
| GY7.10 I can start and end different rolls and balances using different shapes.  | GY8.10 I can perform gymnastics actions and skills with good body control, posture and alignment. |   |  |
|  | GY8.11 I can perform a rotational skill focusing on shifting the weight from hands to feet.       | GY9.11 I can perform different rotational skills (cartwheel, round-off, walkovers). | GY10.11 I can perform skills with a controlled take-off and landing position.                          |
|  |   |   | GY10.12 I can perform rotational vaults showing clear execution throughout all the phases of the jump. |

## Martial Arts

| <b>Level 7<br/>Year 7 &amp; 8</b>  | <b>Level 8<br/>Year 9 &amp; 10</b>   | <b>Level 9<br/>Year 11</b>  | <b>Level 10<br/>Gifted &amp; Talented</b>   |
|--|--|---|---|
| MA7.1 I can strike a stationary target. (Closed/open fist, Elbows, Knee strikes & Kicks)   | MA8.1 I can strike a moving target with a combination technique. (Closed/open fist, Elbows, Knee strikes & Kicks)  | MA9.1 I can strike a semi-active opponent (does not counter-attack) with a combination technique. (Closed/open fist, Elbows, Knee strikes & Kicks)                              | MA10.1 I can strike an active opponent by adopting several combination techniques. (Closed/open fist, Elbows, Knee strikes & Kicks)                                   |
| MA 7.2 I can defend a strike from long distance (Non-reachable opponent)   | MA 8.2 I can defend a strike from medium distance (Reachable opponent)   | MA 9.2 I can defend a strike from short distance (Reachable opponent with movement)   | MA10.2 I can defend a strike from any distance  |
| MA7.3 I can move forward and backward starting from a defensive stance.  | MA8.3 I can move sideways starting from a defensive stance.  | MA9.3 I can move in any direction starting from a defensive stance.   | MA10.3 I can move in any direction to evade an attack.  |
| MA7.4 I can fall with proper technique. (Forward, Backward and/or Side Breakfall)  | MA8.4 I can fall into a defensive position after being gently pushed. (Forward, Backward and/or Side Breakfall)  | MA9.4 I can fall in a defensive position after being pushed by an opponent. (Forward, Backward and/or Side Breakfall)   | MA10.4 I can fall and rise in a defensive position after being attacked by an opponent. (Forward, Backward and/or Side Breakfall)                                     |
| MA7.5 I can follow the movement of my standing opponent when I am in a defensive position on the ground.   | MA8.5 I can defend an attack from a standing opponent when I am in a defensive position on the ground.   | MA9.5 I can defend an attack from an opponent (on his knees) when I am in a defensive position on the ground.   | MA10.5 I can defend an attack when I am on the ground.  |
| MA7.6 I can perform a throw/takedown on passive opponent onto a soft surface. (Hip Throws and Hip/Knee Takedowns)  | MA8.6 I can perform a throw on a semi-active opponent (slightly resisting but not striking) onto a soft surface. (Hip Throws and Hip/Knee Takedowns)                           | MA9.6 I can perform a throw on an active opponent (resisting but not striking) onto a soft surface. (Hip Throws and Hip/Knee Takedowns)   | MA10.6 I can perform a throw on a fully active opponent onto a soft surface. (Hip Throws and Hip/Knee Takedowns)  |
| MA7.7 I can demonstrate an ability to link a minimum of 6 different techniques during a role-play situation or 30-second combat choreography sequence (known as Kata or Forms) | MA8.7 I can demonstrate an ability to link a minimum of 8 different techniques during a role-play situation or 40-second combat choreography sequence (known as Kata or Forms) | MA9.7 I can demonstrate an ability to link a minimum of 10 different techniques during a role-play situation or 50-second combat choreography sequence (known as Kata or Forms) | MA10.7 I can perform a 60 second combat choreography routine showcasing different techniques and changes of direction with control, confidence, continuity and power. |
| HD7.18 I can engage in awareness & prevention strategies.  | HD8.18 I can develop awareness & prevention strategies.  | HD9.18 I can assertively take action when required.   | HD10.18 I can create different dangerous scenarios and develop fight-back strategies when avoiding the situation is not an option. (Example being cornered            |

|  |   |   |   |
|--|---|---|---|
|  |   |   | by an opponent/fighting against multiple opponents).                    |
| HD7.19 I can recognise and move away from a hostile situation. | HD8.19 I can de-escalate a hostile situation and cautiously move away | HD9.19 I can de-escalate and gain control over a hostile situation. | HD10.19 I can de-escalate and gain control over an aggressive situation |

\*\* Tactical Combat Games (HD7.18-HD10.18 & HD7.19-HD10.19)

## Swimming

| Level 7<br>Years 7 & 8   | Level 8<br>Years 9 & 10  | Level 9<br>Year 11  | Level 10<br>Gifted & Talented   |
|--|--|---|---|
| S7.1 I can dive into the pool.   | S8.1 I can take off the blocks by using either the grab or track start.  | S9.1 I can take off the blocks by using either the grab or track start and resurface after a minimum of 5 metres.                   | S10.1 I can take off the blocks, dive, perform the appropriate body movement (arm pulls and dolphin kicks) and resurface after a minimum of 10 metres but not more than 15 metres.                                    |
| S7.2 I exhibit basic water safety practices in and around the pool area.   | S8.2 I can demonstrate an ability to 'rescue' a partner with a rigid and a non-rigid aid from the edge of a pool.                            | S9.2 I can demonstrate how to wear a life jacket and keep a proper 'heat escape lessening position (H.E.L.P.)' whilst in the water. | S10.2a I can demonstrate how to put on a life jacket with the feet off the pool floor and perform a proper H.E.L.P. position.<br>S10.2b I can jump into the pool with casual attire and swim a distance of 25 metres. |
| S7.3 I can submerge to the bottom of the pool and resurface without stress.  | S8.3 I can submerge and resurface without stress while diving through a hoop submerged at a depth of 2 metres.                               |   |   |
| S7.4 I can perform basic rotations in the water.   | S8.4 I can perform a controlled open turn.   | S9.4 I can do a controlled flip turn.   |   |
| S7.5 I can push and glide, face down/up, whilst keeping my body streamlined for a distance of 5 (five) metres.     | S8.5 I can push, glide and swim a breaststroke technique for a distance of 25 metres (BLABT).  | S9.5 / S9.6 / S9.7 I can push, glide and swim a front crawl, backstroke and breaststroke for a distance of 50 metres (BLABT).       | S10.4 / S10.5 / S10.6 / S10.7 I can push, glide and swim front crawl, backstroke and breaststroke techniques for a distance of 50 metres and perform the appropriate turns (BLABT).                                   |
| S7.6 I can swim a front crawl technique (Breathing, Legs, Arms, Body, Timing - BLABT) for a distance of 25 metres. | S8.6 / S8.7 I can push, glide and swim a front crawl and a backstroke technique for a distance of 25 metres (BLABT) with greater efficiency. |   |   |
| S7.7 I can swim a backstroke technique (BLABT) for a distance of 25 metres.  |  |   |   |
|  | S8.8 I can perform the backstroke start.   | S9.8 I can perform the backstroke start and resurface after a minimum of 5 metres.  | S10.8 I can perform the backstroke start, submerge by using the appropriate body movement and resurface after a minimum of 10 metres but not more than 15 metres.   |

## Fitness

### Note that the Holistic Outcomes (p29-30 do not apply for this Fitness component)

This fitness programme provides a coherent and progressive structure from Year 7 to Year 11, centred on safe movement, functional strength, coordination, endurance and long-term physical literacy. Each year group completes a distinct 6-week module, while all learners undertake the same fitness test battery:

- 2-minute shuttle run (endurance)
- Plank to technical failure (core strength)
- Hexagon Test (coordination/agility)

This consistent testing approach allows meaningful progress monitoring across multiple years.

### Pedagogical Model

The curriculum is grounded in validated PE pedagogies. SE and Cooperative Learning (CL) underpin lesson design through their focus on meaningful experiences, learner engagement and health-related outcomes. CL is the primary pedagogical model, supported by principles of self-regulated learning and non-linear pedagogy. Learning experiences emphasise shared responsibility, peer support, reflection, and personal challenge, ensuring that fitness development is inclusive, meaningful, and responsive to individual readiness rather than comparative performance.

### Progression Strategy

A clear pathway supports learner development:

1. **Movement Competency** – Mastery of safe, efficient technique.
2. **Volume** – Increasing repetitions or sets (e.g., 2×6 → 2×8).
3. **Intensity** – Increasing difficulty or resistance when volume is consistent.
4. **Density** – Reducing rest to increase training challenge.

### Testing and Assessment

Assessment within PE aims to promote the holistic development of all learners by recognising progress in physical competence, cognitive understanding, and personal and social skills. Assessment supports the wider educational pillars of Well-Being, Growth, and Equity, ensuring every learner is provided with meaningful opportunities to succeed and develop lifelong positive attitudes toward physical activity.

### Assessment Principles

- **Progress-Oriented (Ipsative):** Learners are assessed primarily against their own starting points and personal improvement.
- **Holistic:** Assessment reflects physical performance, decision-making, understanding, motivation, behaviour, and values.
- **Inclusive & Accessible:** Tasks are developmentally appropriate and differentiated across all year groups.

- **Transparent & Understandable:** Rubrics and criteria are shared with learners to clarify expectations.
- **Formative by Design:** Assessment is continuous and supports learning rather than simply measuring it.

### Formative Assessment Approaches

Teachers use ongoing observation, questioning, movement feedback, mini-challenges, and check-ins to guide learning. Learners engage in self- and peer-assessment, reflection tasks, and personal goal setting, helping them develop responsibility, communication, and self-awareness. These practices strengthen motivation, support emotional and social development, and encourage learners to take ownership of their progress.



### Summative Assessment Approaches

Summative assessment occurs periodically across units and year groups, using:

1. **Performance Tasks or Fitness Measures** – adapted to age and developmental level, with focus on effort, technique, and improvement.
2. **Values & Personal Qualities Rubrics** – evaluating teamwork, respect, discipline, inclusion, and engagement.
3. **Learner Reflection** – analysing effort, progress, and goals for future development.

Summative results inform reporting, identify learning needs, and support long-term growth across the PE curriculum.

### Progression

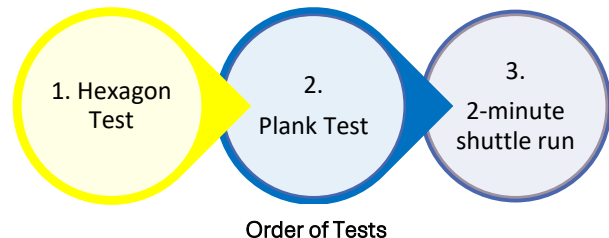
A combination of horizontal and vertical progression ensures that learners develop fitness in a balanced, meaningful, and sustainable way. Within each year, key components such as strength, coordination/agility, and endurance are developed side-by-side, so learners build a broad and consistent foundation. As they move through the years, these components are revisited with increasing complexity, allowing learners to apply acquired skills in more demanding contexts; from basic movement competency to calisthenics, sport-specific conditioning, and eventually hybrid fitness challenges. This layered approach helps learners experience steady improvement, retain essential movement skills, and develop confidence and competence across all areas of fitness.

## Common Fitness Battery Tests (Years 7-11)

Administer in Week 1 (Pre-test) and Week 6 (Post-test) for every year group. The test should follow this order: start with the coordination test, proceed to the strength test and end with the endurance test.

1. **Hexagon Test** (Coordination Test)
2. **Plank to technical failure** (Strength Test)
3. **2-Minute Shuttle Test** (Endurance Test)

- Learners run between two lines (20m apart).
- Count the number of completed shuttles.



## Test Protocols

The following standardised test protocols are essential to ensure that fitness assessments are accurate, fair, and meaningful. Since these tests will be administered by the learners themselves, consistent procedures, such as using the same timing, distances, instructions, and technique expectations are crucial. This helps ensure that results genuinely reflect individual progress rather than differences in how the test was carried out. Adhering to clear, shared protocols strengthens the reliability of pre- and post-test comparisons and allows learners to confidently track their own improvement over time.

### Hexagon Test (Coordination & Agility)

#### Purpose

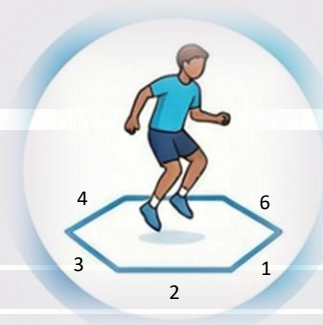
To assess coordination, footwork patterns and the ability to change direction quickly.

#### Equipment

- Tape or chalk
- Measuring tape
- Stopwatch

#### Setup

1. Mark a hexagon on the floor with 60 cm long.
2. Number the sides 1–6 clockwise.
3. The learner starts in the middle, facing side 1.



#### Protocol

1. On “Go”, the learner jumps two-footed over side 1, immediately back into the centre, then over side 2, back to centre, and continues around all six sides in order.
2. Learners continue continuous jumping for 30 seconds attempting as many successful jumps as possible.
3. Feet must land inside the hexagon after each jump.
4. A jump is invalid if a line is touched or the pattern is broken.

## Scoring

- Count the number of successful jumps completed in 30 seconds.
- Record best of two attempts (1–2 minutes rest between attempts).

## Plank to Technical Failure (Core Strength)

### Purpose

To measure core strength.

### Equipment

- Stopwatch
- Mat

### Protocol

1. Learner begins in a standard plank:
  - Elbows under shoulders
  - Feet hip-width
  - Body in a straight line from head to heels
2. Timer starts once the learner is stable and the teacher says “Go”.
3. The teacher monitors technique throughout:
  - No dipping or raising of hips
  - No rotation
  - No walking with elbows
  - Head in neutral



### Termination (Technical Failure)

Stop the test when any of the following occur:

- Hips drop or lift and do not correct within 3 seconds
- Learner takes weight off elbows or feet
- Learner stops voluntarily

## Scoring

- Record total time held with correct technique (to the nearest second).

## Two-Minute Shuttle Test (Endurance)

### Purpose

To test aerobic capacity in a short, manageable time.

### Equipment

- Two cones, 20 metres apart
- Stopwatch



### Protocol

1. Learners line up at Cone A.
2. On “Go”, they run back and forth continuously between the two cones for 2 minutes.
3. They must place one foot on the imaginary line between two cones.

4. Learners pace themselves to maintain continuous movement; running, jogging or fast walking is allowed.

#### **Scoring**

- Count the number of full shuttles completed (one shuttle = A to B or B to A).
- If learners do not reach the final cone when time expires, record the last full shuttle.
- Use total metres covered as the score (e.g., 21 shuttles × 20 m = 42)

## Learning Outcomes Fitness

| Year →  | 7  | 8   | 9   | 10   | 11  |
|---|--|---|---|--|---|
| Strands ↓   | Movement Quality & Coordination  | Functional Fitness & Movement Fluency   | Strength & Conditioning   | Hybrid Fitness   | Personal Programme Design & Autonomy  |
| <b>Movement Skills (Agility, Balance, Coordination)</b> | F7.1 Demonstrate basic balance & coordination through simple agility games; show safe landing & movement patterns. | F8.1 Apply movement fluency in multi-directional games; transition smoothly between actions.                  | F9.1 Demonstrate stable, efficient movement patterns during S&C tasks, including transitions under moderate fatigue.        | F10.1 Maintain efficient movement patterns under moderate fatigue; adapt movement to task demands.                                     | F11.1 Select appropriate movement patterns when designing personal routines; refine technique independently.            |
| <b>Endurance</b>  | F7.2 Sustain 2–4 minutes of continuous movement in simple game-based endurance tasks.                              | F8.2 Sustain repeated bouts of movement with short rest in small-sided fitness games.                         | F9.2 Sustain work across repeated conditioning circuits, applying pacing strategies to maintain quality and manage fatigue. | F10.2 Sustain hybrid circuits (row/run substitute × functional stations) using self-regulated pacing.                                  | F11.2 Sustain individually planned endurance blocks aligned with personal goals (e.g., HIIT, circuits, sport-specific). |
| <b>Strength (Push, Pull, Stabilisation)</b>             | F7.3 Perform basic push/pull patterns (push-up incline, band rows) with safe technique.                            | F8.3 Increase strength capacity through functional bodyweight tasks (e.g., animal walks, partner resistance). | F9.3 Execute foundational S&C patterns with consistency, adjusting volume/intensity safely.                                 | F10.3 Complete hybrid strength tasks: wall balls substitute (light ball), farmer carries, step-ups, sandbag holds (minimal equipment). | F11.3 Create and follow a balanced strength routine (push/pull/core/lower body) with safe progression.                  |
| <b>Injury Prevention (IP)</b>                           | F7.4 Demonstrate safe landing, turning, and basic movement mechanics during low-intensity tasks.                   | F8.4 Apply correct joint alignment and controlled deceleration in moderate-intensity movements.               | F9.4 Identify correct technique, load control and rest strategies.  | F10.4 Integrate safe loading, warm-up routines, and technique checkpoints into hybrid fitness tasks.                                   | F11.4 Design and justify a personalised injury-prevention routine using movement principles and technology.             |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <b>Understanding &amp; Decision Making (FITT + IP)</b> | F7.5 Identify safe techniques and explain simple FITT in a familiar circuit.         | F8.5 Select appropriate warm-up, cool-down, and safe movement choices in lessons.    | F9.5 Show how different amounts of work, effort, and rest impact your conditioning, and modify your sessions safely.                | F10.5 Make informed choices to adapt hybrid workouts for safety and personal need.   | F11.5 Independently plan, justify, and adjust a fitness programme linked to personal goals.                                     |
| <b>Values</b>  | F7.6 Demonstrate willingness to try new tasks and support peers inclusively.         | F8.6 Show commitment by participating consistently and encouraging fair play.        | F9.6 Demonstrate discipline and responsibility in S&C tasks through consistent effort, safe setup and peer support.                 | F10.6 Collaborate effectively to complete hybrid team challenges, supporting equity in roles.                                  | F11.6 Demonstrate autonomy, resilience, and reflective practice to sustain long-term wellbeing.                                 |
| <b>Critical Pedagogy &amp; Technology</b>              | F7.7 Express personal preferences about activities and reflect on fairness in games. | F8.7 Question how game rules, roles, or workout choices affect inclusion & fairness. | F9.7 Use basic tracking tools to monitor S&C performance and reflect on personal progress and external influences on participation. | F10.7 Use free apps (e.g., Interval Timer, Google Sheets) to record hybrid fitness scores; question equity in fitness culture. | 11.7 Use apps to analyse training data; critique societal expectations around fitness; design personally meaningful programmes. |

## Games

### Pedagogical Model

The recommended pedagogical models are Sport Education (SE) and the Tactical Approach (TA), such as Teaching Games for Understanding (TGfU).

### Testing

Students should be assessed on both their performance in the chosen game and their engagement with the pedagogical model. This includes evaluating how well they fulfil both playing and non-playing roles. The following game formats are recommended for middle and secondary school students:

| Middle School  |           |            |           | Secondary School |           |            |           |
|----------------|-----------|------------|-----------|------------------|-----------|------------|-----------|
| Invasion Games |           | Net Games  |           | Invasion Games   |           | Net Games  |           |
| Basketball     | 1v1 / 2v2 | Volleyball | 1v1 / 2v2 | Basketball       | 2v2 / 3v3 | Volleyball | 2v2 / 3v3 |
| Handball       | 2v2 / 3v3 | Badminton  | 1v1       | Handball         | 3v3 / 4v4 | Badminton  | 1v1 / 2v2 |
| Hockey         | 2v2       | Pickleball | 1v1       | Hockey           | 2v2 / 3v3 | Pickleball | 1v1       |
| Football       | 2v2 / 3v3 |            |           | Football         | 3v3 / 4v4 |            |           |
| Touch Rugby    | 1v1 / 2v2 |            |           | Touch Rugby      | 3v3 / 4v4 |            |           |
| Tchoukball     | 3v3       |            |           | Tchoukball       | 3v3 / 5v5 |            |           |

\*For exceptional cases where there are students in class who are gifted in the game, the number of students can be increased.

### Teaching

Teaching should focus on tactical components, helping students refine their technique under realistic game constraints, such as space and time limitations. Skill development should be reinforced through small-sided games and targeted analytical practice, ensuring effective skill transfer to full-game situations.

### Assessment

Students should receive positive and specific feedback within authentic controlled game situations, often in numerical advantage scenarios, to help them develop confidence and tactical understanding.

### Structure

Schools within a given college are encouraged to cooperate to ensure that students experience a minimum of two invasion games and two net games from year 7 to year 11.

| <b>Invasion Games</b>   |  |   |   |
|---|--|---|---|
| <b>Level 7<br/>Years 7 &amp; 8</b>  | <b>Level 8<br/>Years 9 &amp; 10</b>  | <b>Level 9<br/>Year 11</b>  | <b>Level 10<br/>Gifted &amp; Talented</b>   |
| IG7.1 I can play a pass to a free player.   | IG8.1 I can give a variety of short and medium passes, by applying the correct pace on the ball, to a free player.   | IG9.1 I can give and receive a variety of passes (short, medium and long passes) with the correct technique.  | IG10.1 I can give and receive a variety of passes with a high degree of success and consistency.  |
| IG7.2 I can support a player in possession at an angle.   | IG8.2 I can help my teammates to keep possession (as per table above) by creating supporting passing angles, and by passing and receiving the ball at the right time and with the correct technique. | IG9.2 I can help my teammates to keep possession (as per table above) by using width and depth, by creating support angles and by creating space for myself or for my team-mates. | IG10.2 I can help my teammates to keep possession (as per table above) by using width and depth, by creating various lines and support angles and by offering proper support. |
| IG7.3 I can attack the defender and / or space at the right time and with the correct rhythm.         | IG8.3 I can attack a defender and fill in an open space at the right time and with the correct rhythm (as feinting/dodging/deception), and finish at the scoring target with the right technique.    | IG9.3 I can exploit a 1vs1 situation in attack and finish at the scoring target with the right technique and determination.   | IG10.3 I can exploit a 1vs1 situation in attack and finish at the scoring target with a high degree of success and consistency.   |
| IG7.4 I can create space and scoring opportunity.   | IG8.4 I can free myself and create scoring opportunities, by performing a variety of individual runs.  | IG9.4 I can create space and scoring opportunities, by performing a variety of individual runs or by collaborating with my teammates (as switching positions).                    | IG10.4 I can exploit a 2vs2 situation in attack, by using a number of combinations (as the overlap, backdoor or the wall pass).   |
| IG7.5 I can defend well by correctly positioning myself in relation to the ball, opponent/s and goal. | IG8.5 I can defend well in a 1vs1 situation by correctly positioning myself side on and close to my opponent, whilst directing him/her on one side.  | IG9.5 I can defend well in a 1vs1 and 2vs2 situation with the correct technical and tactical principles.  | IG10.5 I can help my team-mates to win the ball immediately after it is lost, by performing fast defensive transitions.   |

|  |  |  |  |
|--|--|--|--|
| IG7.6 I have the right attitude to win the ball.       | IG8.6 I can defend well in a 2vs2 situation by pressing at the right time or providing cover to the pressing player. | IG9.6 I can defend in numerical disadvantage (delay) as in 1vs2 or 2vs3.   | IG10.6 I can defend well in a 1vs1up to a 4vs4 situation with the correct technical and tactical principles.                                 |
| IG7.7 I can press or provide cover to prevent scoring. | IG8.7 I can anticipate the ball at the correct time.   | IG9.7 I can anticipate the ball at the right time by positioning myself well according to position of the ball and the opponent. | IG10.7 I can help my team-mates to exploit the defensive disorganization of the opponents, by performing fast offensive transitions.         |
|  |  | IG9.8 I can help my teammates to provide press, cover and balance during the defensive phase.                                    | IG10.8 I can defend in numerical disadvantage (delay) as in 1vs2 or 2vs3, with a high degree of success and consistency                      |
|  |  |  | IG10.9 I can help my teammates to provide press, cover and balance during the defensive phase, with a high level of success and consistency. |

| <b>Net Games</b>   |   |   |  |
|--|---|---|--|
| <b>Level 7<br/>Years 7 &amp; 8</b>   | <b>Level 8<br/>Years 9 &amp; 10</b>   | <b>Level 9<br/>Year 11</b>  | <b>Level 10<br/>Gifted &amp; Talented</b>  |
| NG7.1 I can play a service over the net into the opponents' area.                    | NG8.1 I can serve the ball/shuttle over the net and send it in the intended direction.  | NG9.1 I can serve the ball/shuttle sending it in the intended direction (accuracy) in a designated area.                        | NG10.1 I can purposefully vary the service to send it in the intended direction (accuracy) in a designated area with a high degree of success and consistency. |
| NG7.2 I can play cooperatively with a player to maintain a rally (badminton/tennis). | NG8.2 I can consistently play different skills to maintain a rally (badminton/tennis).  | NG9.2 I can play the appropriate skill to build an attack (badminton/tennis).   | NG10.2 I can use a wide repertoire of shots / passes to set up an attack with a high degree of success and consistency. (badminton/tennis)                     |
| NG7.3 I can participate cooperatively in a passing game activity (volleyball).       | NG8.3 I can play 3-touch volleyball using the appropriate skill to a teammate in a static/semi-active situation (volleyball). | NG9.3 I can play the appropriate skill to pass the ball to a teammate to build an attack (volleyball).                          | NG10.3 I can play the correct technique to pass the ball to a teammate to build an attack with a high degree of consistency and success (volleyball).          |
| NG7.4a I can move to and from base in a modified space to hit the ball/shuttle.      | NG8.4 I can move to and from base and assume ready position after each hit.   |   | NG10.4 I can constantly move to and from base, play the correct technique to hit the ball / shuttle with a high degree of success and consistency.             |
| NG7.4b I can show awareness of ready position.                                       |   |   |  |
| NG7.5 I can play basic techniques/skills in static/semi active situations.           | NG8.5a I can play various attacking and defending techniques/skills.  | NG9.5a I can play the correct defensive skill and be in a ready position to make a defensive play.                              | NG10.5 I can purposefully select and play successfully various techniques/skills in a game context with a high degree of success and consistency.              |
|  | NG8.5b I can play an attacking technique to score a point.  | NG9.5b I can use a wider repertoire of shots/passes to set up an attack.  |  |
| NG7.6 I can attack to score.   | NG8.6 I can adapt to different playing positions (volleyball).  | NG9.6 I can position myself in relation to other team mates to score a point or to prevent opponents from scoring. (Volleyball) |  |
|  |   | NG9.7 I can deny space to the opponent where the ball can be played.  |  |

## Outdoor

### **Pedagogical Model**

Adventure-Based Learning (ABL) is the most suitable pedagogical model for this Learning Area (LA). However, Cooperative Learning (CL) and the Teaching Personal and Social Responsibility (TPSR) model also align well with its objectives.

### **Testing**

Outdoor education should assess the whole personality, including physical, mental, social, and emotional aspects. Reflective thinking must be integrated into each lesson, allowing students to analyze their experiences, connect with their environment, and extract meaningful lessons.

### **Teaching**

Teachers should carefully design and deliver activities that are varied, engaging, and stimulating. While team-building activities should be an annual event, their structure should change yearly. Certain activities, like tent-pitching, can be introduced once in middle school and once in secondary school. Where possible, outdoor sessions should take place in school outdoor areas or nearby natural settings. Additionally, when the school organizes trekking or similar activities, teachers should incorporate previously learned outdoor skills into these experiences.

Teaching should emphasize: experiential learning, risk-taking, problem-solving & reflection and collaboration & teamwork within a student-centred approach.

### **Assessment**

Student competencies should be evaluated through practical demonstrations and scenario-based assessments. A variety of assessment methods can be used, including Performance-based assessment, Self-assessment, and Peer assessment.

| Outdoor  |   |   |  |
|--|---|---|--|
| Level 7<br>Years 7 & 8   | Level 8<br>Years 9 & 10   | Level 9<br>Year 11  | Level 10<br>Gifted & Talented  |
| OR7.1 I can cooperate in a group during team building activities.  | OR8.1 / OR9.1 I can show the necessary skills and attitude needed to work in a group during team building activities.                               |   | OR10.1 I have the necessary skills and attitude needed to work in a group during team building activities.   |
| OR7.2 I can coil a 4-5 metre rope in such a way that it is easily accessible and untangled.                                      | OR8.2 I can coil a rope and do any two basic knots (double figure of eight, stop knot, bowline knot, reef knot, constrictor knot, half hitch knot). | OR9.2 I can coil a rope and do any four basic knots (double figure of eight, stop knot, bowline knot reef knot, constrictor knot, half hitch knot). | OR10.2 I can do basic knots and have knowledge of when to use them (double figure of eight, stop knot, bowline knot reef knot, constrictor knot, half hitch knot).   |
| OR7.3 / OR8.3 / OR9.3 / OR10.3 I can recall the emergency number, call 112 and give the required information to the authorities. |   |   |  |
| OR7.4 I can distinguish between soft tissue and hard tissue injuries.  | OR8.4 I can identify soft tissue injuries such as sprains, strains, bruises, cuts and abrasions.  | OR9.4 I know how to treat soft tissue injuries such as sprains, strains, bruises, cuts and abrasions.   | OR10.4 I can take precautionary measures against environmental injuries.   |
| OR7.5 I can safety check my (mountain) bike and ride it for 10 minutes in a safe environment.                                    | OR8.5 I can shift the gears effectively when riding a bike and perform the correct pedalling technique whilst cycling continuously for 25 minutes.  | OR9.5 I can cycle on different terrains, interpret road signs and adhere to road safety regulations whilst cycling for 25-35 minutes.               | OR10.5 I can change a flat tyre, check my bike for safety, cycle on different terrains, interpret road signs and adhere to road safety regulations and etiquette when cycling for 45 minutes in a small group. |
| OR7.6 I can use a compass and a map to travel from one point to another  | OR8.6 I can mark and identify the main landmarks of a 3-5km route on a map by using the compass.  | OR9.6 I can use and interpret the readings of a mobile 'application' (GPS) that is aimed for trekking.  | OR10.6 I have in-depth knowledge of the requirements for outdoor related activities.   |

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| OR7.7 I can trek a 4km route.  | OR8.7 I can trek a 5km route.   | OR9.7 I can trek a route of 6km.  | OR10.7 I can trek a route of 8 km and have a good understanding and knowledge of outdoor manners.   |
| OR7.8 I can identify the main parts of a tent, namely; the flysheet, guy lines, pegs, pegging points, runner and ground sheet. | OR8.8 I can assemble and dismantle a 2 or 3-man tent in a small group.  | OR9.8 I can choose an ideal location to pitch a tent outdoors and assemble it in a small group. | OR10.8 I can choose an ideal location to pitch a tent outdoors and assemble and dismantle it in a small group.  |
| OR7.9 I can pitch a tent while working in a small group.   |   |   | OR10.9 I can mark a route on a map by using the compass and compare my findings with the readings of a mobile 'application' (GPS) that is aimed for trekking. |
|  | OR8.10 I can follow the correct first aid procedure (3Cs) - Check the surroundings, Call for help, Care for the person. | OR9.10 I can prepare and check the contents of a first aid kit for outdoor activities.          | OR10.10 I can prepare a first aid kit for outdoor activities and know how to attend to outdoor related injuries.  |

| <b>Recreation Mini Tennis / Beach Racquet Games</b>  |  |  |  |
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| <b>Level 7<br/>Years 7 &amp; 8</b>   | <b>Level 8<br/>Years 9 &amp; 10</b>                                    | <b>Level 9<br/>Year 11</b>   | <b>Level 10<br/>Gifted &amp; Talented</b>  |
| OR7.11 I can play the forehand stroke over the net.  | OR8.11 I can play the ball over the net into a designated area.        | OR9.11 I can keep a rally going on.  | OR10.11 I can constantly play the ball with a high degree of success and accuracy.   |
| OR7.12 I can play the backhand stroke over the net.  | OR8.12 I can play the ball away from my opponent.                      | OR9.12 I can choose the best stroke (forehand or backhand) according to the trajectory of the ball and my position on court. | OR10.12 I can constantly adjust my position on court to play effectively.  |
| <b>Ultimate Frisbee</b>  |  |  |  |
| <b>Level 7<br/>Years 7 &amp; 8</b>   | <b>Level 8<br/>Years 9 &amp; 10</b>                                    | <b>Level 9<br/>Year 11</b>   | <b>Level 10<br/>Gifted &amp; Talented</b>  |
| OR7.13 I can throw a disc whilst standing in a stationary position and without pressure.                           | OR8.13 I can catch a leading pass while on the run.                    | OR9.13 I can catch a leading pass from different heights on the run while under pressure.                                    | OR10.13 I can consistently catch a leading pass from different heights while under pressure.   |
| OR7.14 I can catch a disc and stop it from spinning whilst standing in a stationary position and without pressure. | OR8.14 I can throw a disc to a moving target.                          | OR9.14 I can throw a disc at different heights to a moving target while under pressure.                                      | OR10.14 I can consistently throw the disc to a moving target at different heights while under pressure.  |
| <b>Archery</b>   |  |  |  |
| <b>Level 7<br/>Years 7 &amp; 8</b>   | <b>Level 8<br/>Years 9 &amp; 10</b>                                    | <b>Level 9<br/>Year 11</b>   | <b>Level 10<br/>Gifted &amp; Talented</b>  |
| OR7.15 I can shoot at a target from a distance of 5m.  | OR8.15 I can shoot at a target from a distance of 10m.                 | OR9.15 I can shoot at a target from a distance of 15m.   | OR10.15 / OR10.16 I can assume a correct body stance, draw the bow, aim and release to hit the target with a high degree of consistency and success. |
| OR7.16 I can determine the dominant eye and hold the bow in the non-dominant side of the eye                       | OR8.16 I can assume the correct body stance when shooting at a target. | OR9.16 I can assume the correct body stance, draw the bow, aim, and release correctly.                                       |  |