

Learning Topics in the Six Strands

An Overview of the Physical Education Key Learning Area



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Introduction

School physical education (PE), through teaching a wide range of sports skills and knowledge, helps students develop an active and healthy lifestyle, and nurture balanced development in the five virtues, 'ethics, intellect, physical development, social skills and aesthetics'. A school-based PE curriculum should be broad and balanced; and cover the six strands of knowledge highlighted on *page 3* of this booklet. **PE centres around physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness.** Teachers should also bring in topics relevant to "health and fitness", "sports-related values and attitudes", "knowledge and practice of safety", "knowledge of movement" and "aesthetic sensitivity" when appropriate.

Factors including the school's traditions, environment, facilities, and teacher experience should be considered when designing and implementing a school-based curriculum. It is important that teachers can adopt **student perspectives** and choose appropriate learning content to suit their needs, interests, abilities and learning styles. Furthermore, continuity across the four Key Learning Stages must be maintained.

This booklet ("An Overview of the Learning Topics in the Six Strands") makes reference to student learning needs at the four Key Learning Stages¹ and provides specific recommendations on planning a curriculum and writing clear learning objectives. We suggest extending PE learning beyond the classroom. Through co-curricular physical activities such as training courses and in-house/inter-school competitions, students may develop an interest in sports, engage regularly in physical activities, and lead an active and healthy lifestyle. Teachers may also encourage students to read materials related to sports and health, work on PE portfolios or projects, etc to widen their learning scope and help them build a good foundation for life-long learning.

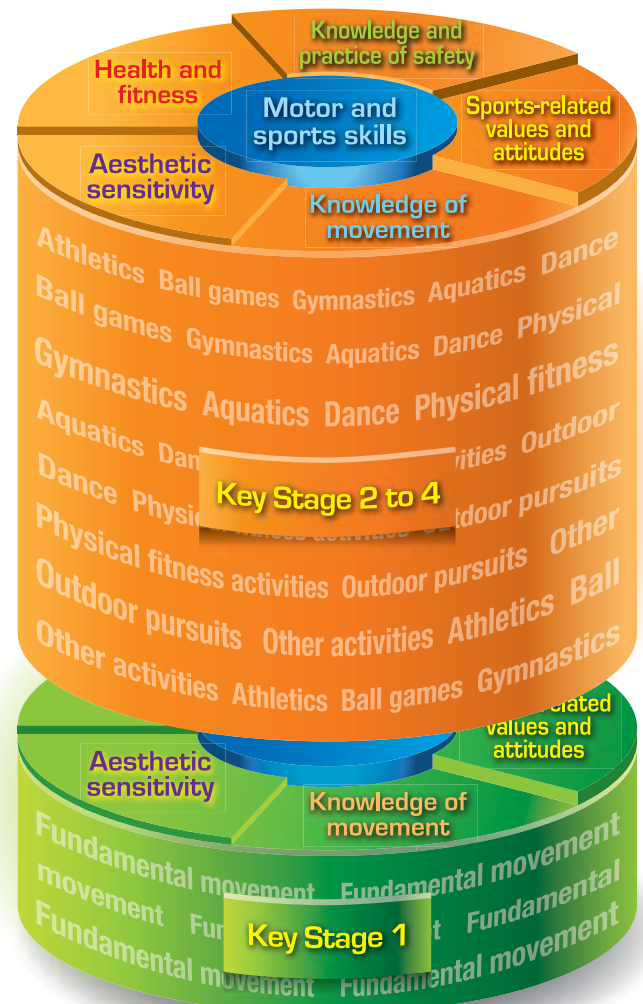


¹ Key Stage One (P1-P3) ; Key Stage Two (P4-P6); Key Stage Three (S1-S3); Key Stage Four (S4 –S6)

Learning Targets of the Six Strands

The six strands are “motor and sports skills”, “health and fitness”, “sports-related values and attitudes”, “knowledge and practice of safety”, “knowledge of movement” and “aesthetic sensitivity” respectively. Their learning targets are as follows:

- 1. Motor and sports skills** – To acquire locomotor, body coordination and object manipulative skills in a wide range of physical activities for fun and performance.
- 2. Health and fitness** – To ascertain how physical activities relate to good health; and learn the basics of planning, implementing and evaluating individualised workout plans.
- 3. Sports-related values and attitudes** – To understand the meaning of sports competition and develop positive values and attitudes.
- 4. Knowledge and practice of safety** – To learn risk management; and implement measures to prevent sports injuries.
- 5. Knowledge of movement** – To construct a knowledge base for fun, performance, and the organisation of physical activities.
- 6. Aesthetic sensitivity** – To understand the meaning of beauty; and strengthen the capability of giving comments on physical performance.



The above mentioned six strands are inter-related and inextricably intertwined. Teachers must bear in mind that **PE centres around physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness;** and set learning progress, select instructional designs, and allocate lesson time in an appropriate way. It is important that teachers seize every opportunity to promote learning, and, when teaching motor and sports skills, introduce relevant concepts/theories or conduct enquiry activities, if appropriate. The learning of safety knowledge, for example, may take place in authentic situations such as rainy/humid/hot days, co-curricular activities, and outdoor learning.

An Active and Healthy Lifestyle

The World Health Organisation (WHO) estimated that of the 58 million deaths in 2005, approximately 35 million were caused by non-communicable diseases (NCD) such as cancer, heart disease, stroke, chronic respiratory diseases, diabetes, etc. The major reasons are lack of physical activity and improper diet. Thus, schools should formulate “healthy school policies” to encourage students to participate in physical activities regularly and to maintain a balanced diet so as to reduce the risk of NCD.

In terms of physical activities, the WHO recommends that **children and adolescents aged 5-17 should accumulate at least an average of 60 minutes daily of moderate- to vigorous-intensity physical activities (i.e. MVPA60) across the week**. Schools should:

- allocate at least 5% of the total curriculum time for PE (around 80 minutes weekly)
- lead students for morning exercise, exercise between lessons, etc.
- provide opportunities for students to participate in various kinds of sport-related interest groups, development award schemes, competitions, school team trainings, etc.
- encourage students to choose physical games and training as leisure activities, and to consume their energy when travelling and doing household work

In terms of diet, schools should guide students to:

- eat an appropriate proportion of grains, vegetables, fruits, dairy products, meat, beans, etc. in order to absorb a variety of essential nutrients
- avoid unhealthy food and avoid excessive intake of energy
- cooperate with the lunch supplier and tuck shop to provide students with healthy lunches/snacks



To effectively convey the message of healthy living to students, schools should create a healthy school environment through a variety of activities, and most importantly, enlist parents' cooperation. Schools should, by all means, convey the following messages to parents:

- be a role model for children, by participating in physical activity regularly and maintaining a balanced diet
- encourage their children to do physical activities and/or do physical activities together with their children
- provide healthy food for their children and avoid unhealthy food as a reward
- attend seminars/workshops on sports and diet organised by schools



Catering for Learner Diversity

Students differ in ability, motivation, needs, interests and potentials. Teachers should note their characteristics and take the following measures to help them enhance learning in PE:

- provide students with the opportunity and option of participating in a wide range of physical activities for talent identification
- adapt learning content to suit the capabilities and special educational needs of students
- pay attention to students with special educational needs, health problems or sport talents; and provide support when appropriate
- group students according to their potential and physique, so as to minimise the individual differences within each group

Schools may refer to the three-tier system of gifted education to identify and nurture students with sports potentials:

- Level 1 – Whole-class (school-based) – to engage students in a wide range of physical activities during PE lessons to help them gain a better understanding of their own potential and develop interests in selected sports; talent identification, enrichment programmes, etc should be conducted when appropriate
- Level 2 – Pull-out (school-based) – to organise interest groups and team trainings for students with sporting potential to receive systematic and intensive training outside classes; and make arrangement for them to compete in inter-school sports competitions
- Level 3 – Off-site support – to refer students with sporting potential or excellent performance to relevant national sport associations (NSAs) for further training; this will help them get prepared for becoming elite athletes

Adequate support should be provided to elite athletes. Schools may allow them to take leave or even defer studies for training/competitions, and offer extra assistance to help them get through their academic studies so that they can strike a balance between studies and sports in a flexible learning environment.



Example of Teaching Plan

Primary one



Week	Motor and Sports Skills	Health and Fitness	Sports-related Values and Attitudes	Knowledge and Practice of Safety	Knowledge of Movement	Aesthetic Sensitivity
1	<ul style="list-style-type: none"> Physical fitness test 	<ul style="list-style-type: none"> Height-weight measurement Health benefits of physical activities 	<ul style="list-style-type: none"> Following teacher's instructions, respecting classmates, following rules and regulations 	<ul style="list-style-type: none"> PE class routine and regulations Safety: proper attire Safety: warm up 		<ul style="list-style-type: none"> Beauty is: Appropriate, tidy and clean clothing
2						
3	<ul style="list-style-type: none"> Walking, Stretching, Curling 				<ul style="list-style-type: none"> The names of different body parts 	
4						
5	<ul style="list-style-type: none"> Galloping, Skipping, Sliding 	<ul style="list-style-type: none"> Physiological responses during physical activities 	<ul style="list-style-type: none"> Learning from mistakes and failures 			
6						
7	<ul style="list-style-type: none"> Step-hopping Jumping 		<ul style="list-style-type: none"> Taking turns 			
8						
9	<ul style="list-style-type: none"> Rolling (straight sideward; sideward) 	<ul style="list-style-type: none"> Involving family members or friends in physical activities 	<ul style="list-style-type: none"> Seeking challenges (with teacher assistance) 			<ul style="list-style-type: none"> Beauty is: Storing equipment in a tidy manner
10						
11	<ul style="list-style-type: none"> Rolling Balance Pose (one person) 		<ul style="list-style-type: none"> Appreciation or kind response to partners 			
12						
11	<ul style="list-style-type: none"> Jumping and landing 					
12						
12	<ul style="list-style-type: none"> Jump from hip's level 					
13						
13	...					



Example of Teaching Plan

Secondary six

Week	Motor and Sports Skills	Health and Fitness	Sports-related Values and Attitudes	Knowledge and Practice of Safety	Knowledge of Movement	Aesthetic Sensitivity
1	<ul style="list-style-type: none"> Physical fitness test 	<ul style="list-style-type: none"> Wellness 				
2	<ul style="list-style-type: none"> Athletics- middle / distance running 		<ul style="list-style-type: none"> Process Vs outcome 		<ul style="list-style-type: none"> Interval training 	
3	<ul style="list-style-type: none"> Athletics - javelin 			<ul style="list-style-type: none"> Safety - athletic meet (field events) 		
4	<ul style="list-style-type: none"> Golf - chip and run 				<ul style="list-style-type: none"> Movement analysis (1) 	
5	<ul style="list-style-type: none"> Golf - putting 				<ul style="list-style-type: none"> Movement analysis (2) 	
6	<ul style="list-style-type: none"> Swimming (butterfly stroke) <ul style="list-style-type: none"> - leg-arm coordination - breathing - the full stroke 					<ul style="list-style-type: none"> Commentary (swimming)
7	<ul style="list-style-type: none"> Volleyball <ul style="list-style-type: none"> - deep-set spiking - single blocking 				<ul style="list-style-type: none"> Organisation sports events Competition systems (round robin; elimination) 	
8	...					



1. Motor and Sports Skills

The following recommendations, relevant to the learning targets of motor and sports skills for various Key Learning Stages, can be found in Section 2.2.1, Chapter 2 of the “PE KLA Curriculum Guide (2002)”² :

Key learning stages	Learning targets of motor and sports skills
Key Stage 1 (Primary 1-3)	To develop locomotor skills, stability skills and manipulative skills through fundamental activities and physical play.
Key Stage 2 (Primary 4-6)	To develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity.
Key Stage 3 (Secondary 1-3)	To acquire and apply basic skills in at least eight different physical activities from not less than four areas which include games and competitions, as well as to participate actively and regularly in at least one PE-related co-curricular activity.
Key Stage 4 (Secondary 4-6)	To refine learnt skills and acquire skills of novel events of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity.



² Curriculum Development Council (2002). *Physical Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3)*. Hong Kong: Curriculum Development Council (http://www.edb.gov.hk/FileManager/EN/Content_3130/content.pdf)

A supplementary note on the phrase “at least eight different physical activities from not less than four areas”:

- Schools should provide students with a broad and balanced learning experience; the school-based curriculum should cover the following activities as far as possible: Athletics, swimming, basketball, football, handball, volleyball, badminton, table-tennis, basic gymnastics, dance and physical fitness
- Teachers may refer to Section 3.3.2, Chapter 3 of the “PE KLA Curriculum Guide (2002)” for the examples of activities

Areas of activity	Activities
Athletics	Track events, Jumping events, Throwing events, Cross country run, etc.
Ball games	<p>Team games: Basketball, Football, Volleyball, Handball, Hockey, Rugby, Softball, Netball, etc.</p> <p>Racket games: Badminton, Table-tennis, Squash, Tennis, etc.</p>
Gymnastics	Basic gymnastics, Educational gymnastics, Rhythmic gymnastics, Sports acrobatic, Trampolining, etc.
Aquatics	Basic swimming strokes, Lifesaving, Survival in the water, Synchronised swimming, Canoeing, Rowing, Sailing, Windsurfing, etc.
Dance	Rhythmic movements, Western folk dance, Chinese dance, Social dance(DanceSport), Creative dance, Jazz, etc.
Physical fitness activities	Circuit training, Resistance training, Cardiorespiratory fitness training, Endurance training, etc.
Outdoor pursuits	Hiking, Camping, Orienteering, Excursion, etc.
Other activities	Rope-skipping, Shuttlecock, Aerobic dance, Golf, Chinese martial arts, Cycling, Ice sports, etc.

- please refer to *Appendix 1* for the details of the learning topics of motor and sports skills



2. Health and Fitness

- **Learning targets:** To ascertain "how physical activities relate to good health" and learn the basics of planning, implementing and evaluating individualised workout plans.

- Health refers to "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity"³
- Physical activity refers to any bodily movement produced by skeletal muscle that requires energy expenditure
- Questions on "when", "where", "with whom" and "how" are asked when developing workout plans

- **Learning contents**

- 1. Basic concepts**

- 1.1 Health, wellness, physical fitness, physical activity, lifestyle

- 2. Indicators of good health**

- 2.1 Physical aspects, mental aspects, social aspects

- 3. Healthy living**

- 3.1 The benefits of physical activity, Physical Activity Pyramid and activities recommended for different populations
- 3.2 Balanced diet, Healthy Diet Pyramid
- 3.3 Being expressive and sociable
- 3.4 Stressors and stress management
- 3.5 Others: rest, hygiene, body posture, etc.

- 4. Weight control**

- 4.1 Indicators for weight control: body mass index (BMI), weight for height, percent body fat
- 4.2 Definitions of overweight and obesity
- 4.3 Myths and methods of weight control

- 5. Components and measurement of health-related fitness**

- 5.1 Definitions of physical fitness, health-related fitness and sport-related fitness
- 5.2 Measurement of health-related fitness: cardiorespiratory fitness, flexibility, muscular strength, muscular endurance, and body composition

- 6. Exercise prescription: F-Frequency, I-Intensity, T-Time, T-Type**

- **Learning opportunities**

- We do not usually sort the learning topics of this strand according to learning stages; the needs and prior knowledge of the students are important considerations
- When teaching motor and sports skills, teachers may introduce relevant concepts/theories or conduct enquiry activities, if appropriate

³ The World Health Organisation (WHO) adopted this definition since 1948. For details, please refer to the WHO website (<http://www.who.int/about/definition/en/print.html>).

Topics	Expected learning outcomes	Suggested learning activities
Components of sport-related fitness	To illustrate how the development of sport-related fitness relates to performance enhancement, using athletics as an example	<p>In the athletics class, the teacher may ask the following questions when appropriate:</p> <ul style="list-style-type: none"> • Which components of sport-related fitness are involved in this movement? Explain. • How can we strengthen the above mentioned sport-related fitness component?
Exercise prescription – intensity	To acquire the method of measuring heart rates; and gain an understanding of the exercise intensity of basketball activities	<p>In order to help students gain an understanding of exercise intensity, the teacher may, when teaching basketball, arrange students to measure their own heart rates at the following intervals:</p> <ul style="list-style-type: none"> • Prior to the activity • After a dribbling exercise • After half-court 3 on 3 game • After the completion of the cool down exercise
Weight control	To gain an understanding of the recommended methods of weight control, through reviewing different perspectives	To make students aware of the myths of weight control, teachers may organise a short discussion (say, 5-8 minutes), after the completion of a physical fitness test, on some of the weight loss programmes commonly found in the market.

- Through rainy day lessons or project learning, students may study one or two learning topics at a deep level in each school year
- Other opportunities – Teachers may also introduce relevant topics in authentic situations such as co-curricular activities, outdoor learning, etc.



3. Sports-related Values and Attitudes

- **Learning targets:** To understand the meaning of sports competition; and develop positive values and attitudes.

- Sport refers to an institutionalised game/play which is competitive in nature and involves physical activities
- People's behaviours and lifestyle are directed by their values and attitudes; Cultivation of positive values and attitudes is a major part of the school curriculum

- **Learning contents:**

1. Attitudes towards participating in sports training, e.g.,

- 1.1 Exerting effort is more important than having talent
- 1.2 Be punctual and conscientious; persevere and never give up
- 1.3 Learn from mistakes and failures
- 1.4 Be open to accept constructive criticism and guidance
- 1.5 Strive for improvement and avoid comparison to others
- 1.6 The process is more important than the outcome
- 1.7 Teammates should encourage and help each other
- 1.8 Be a dutiful and cooperative team member
- 1.9 Be active in expressing ideas and requests
- 1.10 Follow safety guidelines
- 1.11 Take good care of equipment and facilities, and help preparing the training venue

2. Attitudes towards participating in sports competitions, e.g.,

- 2.1 Be prepared and try one's best
- 2.2 Follow rules and regulations, and uphold the principles of fair play
- 2.3 Respect the opponents and the judges
- 2.4 Friendship first, competition second
- 2.5 Be humble in victory and do not be discouraged by failure

3. The etiquette of participating in sports competitions, e.g.,

- 3.1 The ceremonies of raising the national flag and playing the national anthem at sports events
- 3.2 Skills for effective communication with opponents
- 3.3 Guidelines on filing appeals or complaints
- 3.4 Dress codes

4. Values and philosophy of sport, e.g.,

- 4.1 Sports and whole person development
- 4.2 Olympism
- 4.3 The rationale for organising international sports competitions
- 4.4 The rationale for allocating resources to training elite athletes
- 4.5 Other topics: Sport and politics, professionalism and commercialisation in sport, ergogenic aids, violence in sport, sport and gambling

● Learning opportunities

- We do not usually sort the learning topics of this strand according to learning stages; the needs and prior knowledge of the students are important considerations
- When teaching motor and sports skills, teachers may introduce relevant concepts/theories or conduct enquiry activities, if appropriate

Topics	Expected learning outcomes	Suggested learning activities
Attitudes towards participating in sports training	To give examples showing desirable attitudes towards participating in sports training	In the badminton class, the teacher may seize the opportunities to tell stories about how elite athletes undergo their training with such vicarious experience students will better understand how they should behave in sports training.
Teammates should encourage and help each other	To encourage and help each other during competitions	In the volleyball class, before the commencement of group competitions, students may have a pre-game conference (say, for 2-3 minutes) to discuss how to encourage and help each other during the game. After the group competitions are completed, students evaluate their own performance and suggest ways for improvement.
Strive for improvement and avoid comparison to others	To show the intention of seeking breakthrough and set challenging targets	In the Fundamental Movement class, the teacher may lead students to create poses through varying the body parts for weight bearing; and give high commendation to those who intend to get beyond themselves, though their movements do not seem particularly difficult.

- Through rainy day lessons or project learning, students may study one or two learning topics at a deep level in each school year
- Other opportunities – Teachers may also introduce relevant topics in authentic situations such as co-curricular activities, outdoor learning, etc.

4. Knowledge and Practice of Safety

- **Learning targets:** To learn risk management and implement measures to prevent sports injuries.

- The level of safety in sports can be raised by careful arrangement, detailed planning and good preparation. Thus, factors that may lead to sports injuries should be considered, appropriate safety measures should be taken before participating in and/or organising physical activities

- **Learning contents:**

1. Basic safety knowledge

- 1.1 Appropriate sportswear
- 1.2 Warm up and cool down exercises
- 1.3 Guidelines for seeking help in accidents or when feeling unwell/injured
- 1.4 Guidelines for carrying, setting up and using equipment

2. Factors leading to sports injuries

- 2.1 Environmental factors:
 - Weather – temperature, humidity, air pollution, ultra-violet (UV), rainstorm, typhoon, etc.
 - Facilities – activity area, buffer area, equipment, protective devices, hygiene, etc.
- 2.2 Personal factors:
 - Attitudes, personalities, habits, knowledge, skills, physical fitness, physiological limitations, etc.
 - Equipment – sportswear, sports shoes, helmets, safety goggles, kneepads, etc.
- 2.3 Nature of activities:
 - Intensity of activities
 - Probability of bumping into objects/persons
 - The potential risks in water, outdoor and airborne activities

3. Treatment of sports injuries

- 3.1 First aid: Definition, objectives and basic considerations
- 3.2 The PRICE principle: P-Protection, R-Rest, I-Ice, C-Compression, E-Elevation
- 3.3 First aid items
 - First aid box
 - Automated External Defibrillator (AED)
- 3.4 Treatment of common sports injuries - bleeding, bruising, pulled/strained muscles, sprains, fractures, dislocations, cramps, heatstroke, etc.

4. Safety measures

- 4.1 Importance of safety awareness
- 4.2 Safety measures for various kinds of physical activities
- 4.3 Exercise guideline for heart disease patients
- 4.4 Exercise guideline for respiratory disease patients

● **Learning opportunities**

- We do not usually sort the learning topics of this strand according to learning stages; the needs and prior knowledge of the students are important considerations
- When teaching motor and sports skills, teachers may introduce relevant concepts/theories or conduct enquiry activities, if appropriate

Topics	Expected learning outcomes	Suggested learning activities
Guidelines for carrying, setting up and using equipment	To develop the habit of carrying, placing and using equipment in the proper way	The teacher may explain and demonstrate the proper way of carrying, setting up and use of the equipment, when students use it for the first time.
Warm up and cool down exercises	To develop the habit of doing warm up and cool down exercises	The teacher may arrange students to do warm up and cool down exercises in each PE lesson; and introduce specific warm up exercise for particular sports when appropriate.
Treatment of common sports injuries - sprains	To describe the characteristics of sprain and its immediate treatment	In the football class, before the lesson ends, the teacher may use 3-5minutes to inform students about the common sports injuries that football players encounter; or demonstrate the immediate treatment for sprains in real cases.

- Through rainy day lessons or project learning, students may study one or two learning topics at a deep level in each school year
- Other opportunities – Teachers may also introduce relevant topics in authentic situations such as co-curricular activities, outdoor learning, etc.

5. Knowledge of Movement

- **Learning targets:** To construct a knowledge base for fun, performance, and organising physical activities.

- To gain an understanding of the development, rules and regulations and training principles of various physical activities
- To apply concepts and theories to solve problems relevant to physical activities

- **Learning contents:**

1. Fundamental movement

- 1.1 The names of the body parts
- 1.2 Terms for describing body movements
- 1.3 Movement concepts
 - Body – shapes, use of different body parts, etc.
 - Space – directions, levels, pathways, etc.
 - Effort – fast/slow, strong/light, bound/free, etc.
 - Relation – leading, following, mirroring, matching, synchronising, contrasting, etc.

2. Individual sports

- 2.1 Terminology, history, recent development (local and worldwide)
- 2.2 Rules and regulations, equipment and facilities, judging
- 2.3 Outstanding athletes

3. Organisation of sports competitions

- 3.1 Competition systems - ball games (elimination systems and round robin systems); swimming galas, athletic meets, cross-country races, etc.
- 3.2 Management – entries, publicity, protocols, finance, venues, risk management, etc.

4. Factors affecting sports performance

- 4.1 Motor and sports skills – movement effectiveness and efficiency
- 4.2 Physiological factors – physical fitness (cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, speed, agility, reaction time, balance, coordination, power, etc.)
- 4.3 Psychological factors - goal setting, stress management, etc.

5. Sports development in Hong Kong

- 5.1 The three strategies: promoting sports in the community, developing elite sports, making Hong Kong a major location for international sports events
- 5.2 School physical education and inter-school sports competitions
- 5.3 Recreation and sports facilities for the public
- 5.4 The Hong Kong Games
- 5.5 Elite athletes
- 5.6 Sports related industries and jobs

6. Sports development in China

- 6.1 “The outline of the National Fitness Programme of China” and “Sports Law”
- 6.2 Elite athletes
- 6.3 The All-China Games
- 6.4 Traditional sports

7. Olympic Movement

7.1 Ancient Olympics

7.2 Modern Olympics: International Olympic Committee (IOC), Olympism, the “Olympic Rings”, the Olympic motto, the Olympic flame

● Learning opportunities

- We do not usually sort the learning topics of this strand according to learning stages; the needs and prior knowledge of the students are important considerations
- When teaching motor and sports skills, teachers may introduce relevant concepts/theories or conduct enquiry activities, if appropriate

Topics	Expected learning outcomes	Suggested learning activities
Movement efficiency: Relationship between speed and force	To enhance shooting power by increasing the speed of run-up and improving the fluency of movements.	In handball class, the teachers may explain the relationship between speed and force, arrange students to try different ways of increasing movement speed, and share experience afterwards.
Stress management	To apply the concept of “progressive relaxation” for relaxation	Before a match begins, the teacher may remind students about how they can stay relaxed in a game: <ul style="list-style-type: none"> • smile and slow down • take a slow and deep breath • focus on the present; do not think about what has just happened and what will happen • enjoy the present situation
Rules and regulations of individual sports: Double hit in volleyball	To show an understanding of the rules and referees’ hand signals relevant to the double hit in volleyball	In the volleyball class, the teacher may seize opportunity to explain the term “double hit”, and teach students the relevant rules and referees’ hand signal for use in group matches.

- Through rainy day lessons or project learning, students may study one or two learning topics at a deep level in each school year
- Other opportunities – Teachers may also introduce relevant topics in authentic situations such as co-curricular activities, outdoor learning, etc.

6. Aesthetic Sensitivity

- **Learning targets:** To understand the meaning of beauty; and strengthen the capability of giving comments on physical performance.

- Through observing and evaluating various types of movement in sport and physical activity, students will develop a concept of beauty and a stronger aesthetic sensitivity that can be generalised to other facets of life

- **Learning contents:**

1. To express aesthetic judgments using appropriate terms, e.g.,

- Figures or postures (well-proportioned, slender, strong, etc.)
- Movements (proficient, unique, thrilling, etc.)
- Expressions (confident, devoted, enjoying, vigorous, determined, etc.)
- Group dynamics (harmonious, united, caring, etc.)
- Clothing or costume (tidy, clean, gorgeous, thematic, etc.)
- Designs (structure, tactics, etc.)

2. To identify different focus of appreciation of various kinds of sports activities, e.g.,

- Gymnastics – In pursuit of difficulty, creativity and proficiency
- Ball games – Appropriate use of skills and strategies is the key to success; players have to seize opportunities and bring their superiority into full play
- Dance – Aiming to reveal atmospheres, emotions, and local ethos; through body movements, coupled with costumes and sound effects
- Athletics, swimming, etc. – Pushing to the physiological limits according to the dictum “Citius, Altius, Fortius” (faster, higher, stronger)

3. To develop personal aesthetic views

- **Learning opportunities**

- We do not usually sort the learning topics of this strand according to learning stages; the needs and prior knowledge of the students are important considerations
- When teaching motor and sports skills, teachers may introduce relevant concepts/theories or conduct enquiry activities, if appropriate

Topics	Expected learning outcomes	Suggested learning activities
To express aesthetic judgments using appropriate terms	To employ appropriate terms when evaluating movement performances	In the Fundamental Movement class, the teacher may divide all the students into two groups, with one group performing movements of jumping, rolling and stretching; and the other group making use of the terms provided by the teachers to give comments on the movement performance.
Giving comments on sports performance: Basketball	To give comments on at least three different aspects when evaluating a basketball match	In the basketball class, the teacher may arrange students to take turns at playing the role of a commentator; and replay the best audio-recording for sharing, afterwards.
To develop personal aesthetic views	To present aesthetic views in a clear and justified manner	The teacher may, when appropriate, initiate a discussion on aesthetics (e.g., clothing designs in different sports) and provide opportunities for students to express and explain their views.

- Through rainy day lessons or project learning, students may study one or two learning topics at a deep level in each school year
- Other opportunities – Teachers may also introduce relevant topics in authentic situations such as co-curricular activities, outdoor learning, etc.

Appendix I Suggested Learning Topics of Motor and Sports Skills

Teachers should pay attention to:

1. The learning of skills, knowledge and values and attitudes are inextricably intertwined.
2. Primary 1 to 3 students should demonstrate proficiency in fundamental movement skills.
3. Building on the learning experiences of fundamental movement, students at primary 4 or above should start learning different kinds of physical activities.
4. Fundamental movements are building blocks of all physical activities; hence, the basic skills of individual events may not be listed in this booklet.



Fundamental movement

Recommended for
Teaching in Key Stage(s)

	1	2	3	4
Locomotor skills				
• Walking, sliding, galloping, step-hopping, skipping	*			
• Running, sprinting	*			
• Bunny jump (along a bench), hopping, leaping	*			
• Standing high jump, standing long jump	*			
Stability skills				
• Twisting, stretching, curling	*			
• Dodging: direction changing, snap stop	*			
• Jumping and landing, balancing, airborne turning	*			
• Straight sideward rolling, sideward rolling, forward rolling, backward rolling	*			
• Single poses, single poses (with music)	*			
• Duo poses	*			
Manipulative skills				
• Under-arm throwing, over-arm throwing, catching	*			
• Under-arm rolling, catching a rolling ball	*			
• Bouncing	*			
• Passing and catching	*			
• Punting, kicking, dribbling (with foot)	*			
• Striking	*			
• Shooting	*			
• Batting	*			
• Trapping (a rolling ball)	*			
Movement sequence (with locomotor and stability skills)				
• Solo, solo (with apparatus), solo (with music)	*			
• Solo rhythmic movement, solo (with apparatus), rhythmic movement with partner	*			
Games				
• Chasing game	*			
• Relay game	*			
• Zone game	*			
• Confrontation game	*			



Aquatics - swimming

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to swim 10 metres front crawl.	1	2	3	4
Development of water confidence	Fundamental Movement			
• Water safety		*		
• Water confidence exercises		*		
• Float (mushroom float, prone float)		*		
• Supine float		*		
Front crawl				
• Leg action		*		
• Arm action		*		
• Leg and arm coordination		*		
• Breathing technique		*		
• Full stroke		*		
Breast stroke				
• Leg action				*
• Arm action				*
• Leg and arm coordination				*
• Breathing technique				*
• Full stroke				*
Back crawl				
• Leg action				*
• Arm action				*
• Leg and arm coordination				*
• Breathing technique				*
• Full stroke				*
Butterfly stroke				
• Leg action				*
• Arm action				*
• Leg and arm coordination				*
• Breathing technique				*
• Full stroke			*	
Starts and turns			*	
Treading water			*	



Athletics – track events

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to participate in 4 x 100 metres relay race.	1	2	3	4
Sprinting	Fundamental Movement			
• Running style		*		
• Acceleration after the start		*		
• Crouch start		*		
• Skills for the finish		*		
• Common skills of 4 X 100m relay race		*		
• Common tactics of 4 X 100m relay race				*
• Common skills of 4 X 400m relay race				*
• Common tactics of 4 X 400m relay race				*
• Use of starting blocks				*
Middle and long distance running (800m, 1500m)				
• Standing start		*		
• Running style			*	
Hurdling				
• Rhythmic sprint stride over low hurdles (knee height)		*		
• Hurdle clearance techniques			*	
• Strides between hurdles			*	
Measurements				
• Place, time			*	



Athletics – jumping events

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to participate in long jump and high jump competitions.	1	2	3	4
Long jump	Fundamental Movement			
<ul style="list-style-type: none"> • Sail style 		*		
<ul style="list-style-type: none"> • Hang style 			*	
<ul style="list-style-type: none"> • Hitch kick 				*
<ul style="list-style-type: none"> • Triple jump 				*
High jump				
<ul style="list-style-type: none"> • Scissor kick 		*		
<ul style="list-style-type: none"> • Straddle jump 		*		
<ul style="list-style-type: none"> • Fosbury flop 			*	
Measurements				
<ul style="list-style-type: none"> • Measurements of long jump 	*			
<ul style="list-style-type: none"> • Measurements of high jump and placings 		*		



Athletics – throwing events

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to participate in shot put competition.	1	2	3	4
Throwing events	Fundamental Movement			
• Softball throw		*		
• Shot put (standing frontal put, standing side put)		*		
• Shot put (the sideways shift)			*	
• Shot put (the O'Brien shift)				*
• Discus (standing side throw)			*	
• Javelin throw (throwing with approach run)				*
Measurements				
• Measurements of throwing events		*		



Ball game: basketball

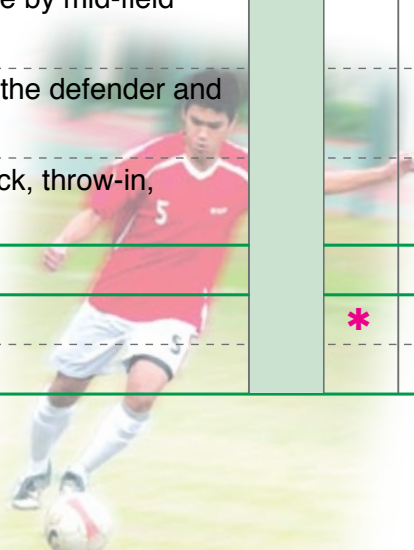
Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as passing and receiving, dribbling, shooting in modified games.	1	2	3	4
Passing	Fundamental Movement			
<ul style="list-style-type: none"> Two-handed pass (chest pass, bounce pass, overhead pass) One-handed pass (push pass, bounce pass, shoulder pass) 		*	*	
Receiving				
<ul style="list-style-type: none"> Stance, receive the ball when moving 		*		
Dribbling				
<ul style="list-style-type: none"> High dribble Low dribble Change-of-direction (cross-over dribble) 		*	*	*
Footwork				
<ul style="list-style-type: none"> Defensive footwork Jumping, landing, change-of-direction Two-foot jump stop, stride stop Pivoting (pivot foot) 		*	*	*
Shooting				
<ul style="list-style-type: none"> Set shot (one-handed, two-handed) Lay-up shot (over hand, underhand) Jump shot 		*	*	*
Offence				
<ul style="list-style-type: none"> One on one Give and go Fast break: 2 on 1, 3 on 2 Screening: ball screen – to set screen on defender to let the dribbler to cut around the screen for a lay-up shot; cross screen – to set screen on defender for free another offender to cut around the screen for a lay-up shot post play 		*	*	*
Defence				
<ul style="list-style-type: none"> Guarding dribbler, passer, receiver Man-to-man defence Zone defence Boxing out, defensive rebound, guarding shooter 			*	*
Games				
<ul style="list-style-type: none"> Warm up games/easy games/modified games The full game 		*	*	

Ball game: football

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as passing, dribbling, shooting in modified games.	1	2	3	4
Passing and shooting	Fundamental Movement			
<ul style="list-style-type: none"> • Ground pass and shot with inside/outside/front point (toe) of the foot, instep and sole 		*		
<ul style="list-style-type: none"> • Long lofted pass and shot with inside of the foot 			*	
<ul style="list-style-type: none"> • Instep long shot 				*
<ul style="list-style-type: none"> • Volley passes and shots with inside of the foot/instep 				*
Controlling				
<ul style="list-style-type: none"> • Use inside/outside of the foot and sole to control ground ball 		*		
<ul style="list-style-type: none"> • Use sole, inside/outside of the foot, instep, and thigh to control high dropping or bouncing ball 			*	
<ul style="list-style-type: none"> • Use chest to control high dropping or bouncing ball 				*
Dribbling				
<ul style="list-style-type: none"> • Dribbling with the inside/outside of the foot; shift weight 		*		
<ul style="list-style-type: none"> • Feinting to break through the defense 				*
Tackling				
<ul style="list-style-type: none"> • Front block tackling 				*
Heading				
<ul style="list-style-type: none"> • While standing/in the air 				*
<ul style="list-style-type: none"> • For goal/clearance 				*
Goalkeeping				
<ul style="list-style-type: none"> • Catch the ball from different heights (ground level, knee to chest high and high dropping) 				*
<ul style="list-style-type: none"> • Punching 				
Group tactics				
<ul style="list-style-type: none"> • Attacking: the wall pass penetration 			*	
<ul style="list-style-type: none"> • Attacking: through-pass penetration, overlapping runs 			*	
<ul style="list-style-type: none"> • Defending: To defend the striker from passes made by mid-field players or wingers/the penetration from the centre 			*	
<ul style="list-style-type: none"> • Specific positions: the striker, the mid-field player, the defender and the goal-keeper 			*	
<ul style="list-style-type: none"> • Set play: penalty kick, kick-off, goal-kick, corner kick, throw-in, free-kick (direct and indirect) 			*	
Games				
<ul style="list-style-type: none"> • Warm up games/easy games/modified games 	*			
<ul style="list-style-type: none"> • The full game 			*	



Ball game: volleyball

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as passing, serving in modified games.	1	2	3	4
Stance and footwork		*		
Passing				
• Underarm dig		*		
• Overhand pass			*	
• Overhand pass (forward, setting a spike)			*	
• Backward pass				*
• Jump pass				*
Service				
• Underhand service		*		
• Tennis service			*	
• Hook service				*
• Jump service				*
Spiking				
• Close-set spike			*	
• Deep-set spike				*
• 2.5 semi quick				*
• Dink spike				*
Blocking				
• Single block			*	
• Two-person block				*
Offence formations				
• Setter at position 3			*	
• Setter at the wing				*
Defence formations				
• Receiving on 5 players			*	
• Covering the spike				*
• Cover behind the single block, cover behind the two-person block				*
Games				
• Warm up games/easy games/modified games		*		
• The full game			*	

Fundamental Movement

Remark: Soft volleyball is recommended for use in Key Stage 2 students



Ball game: handball

Recommended for Teaching in Key Stage(s)

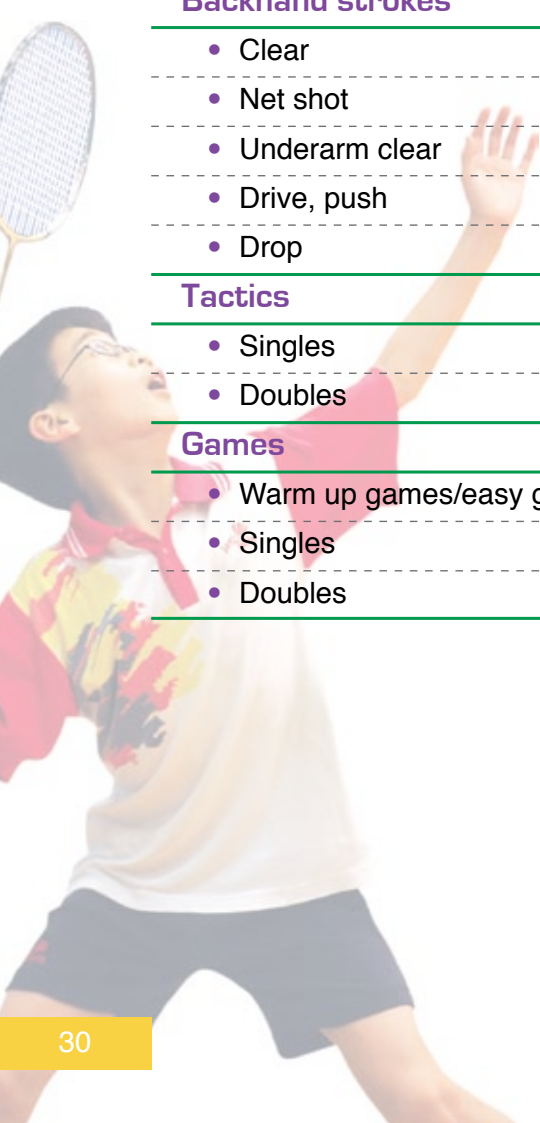
Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as passing and catching, moving with the ball, shooting in modified games.	1	2	3	4
Passing	Fundamental Movement			
<ul style="list-style-type: none"> Overhead pass, moving with overhead pass, jump pass Wrist pass 		*	*	
Catching				
<ul style="list-style-type: none"> High ball catch, rolled ball catch Low ball catch 		*	*	
Moving with the ball				
<ul style="list-style-type: none"> Bouncing the ball between steps: forward, stop and backward Change of directions: after catching the ball, after bouncing the ball Forward, stop and backward in Piston-motion (parallel thrust) Feinting, break through 		*	*	*
Shooting				
<ul style="list-style-type: none"> Overhead shot: to shoot in standing, after catching the ball or after stopping from moving Jump shot Step shot Post shot 		*	*	*
Defending				
<ul style="list-style-type: none"> Side step and fall out Intercepting, checking, blocking shots 			*	*
Goalkeeping				
<ul style="list-style-type: none"> Basic skills in blocking Blocking the shoots from different saves, diagonal movement Simple fast break from goal keeper 		*	*	*
Offence formations				
<ul style="list-style-type: none"> 6-0 5-1, 3-3, 4-2 			*	*
Defence formations				
<ul style="list-style-type: none"> 6-0 5-1 			*	*
Group attack				
<ul style="list-style-type: none"> Crossing, H-attack, blocking and freeing 				*
Games				
<ul style="list-style-type: none"> Warm up games/easy games/modified games The full game 		*	*	



Ball game: badminton

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as service, forehand strokes in modified games.	1	2	3	4
The grip	Fundamental Movement			
• Forehand grip, backhand grip		*		
Footwork				
• Cross step, side step		*		
Service				
• High service		*		
• Low forehand service			*	
• Low backhand service				*
Forehand strokes				
• Clear		*		
• Smash, drop			*	
• Net shot				*
• Underarm clear			*	
• Round-the-head stroke, drive, push				*
Backhand strokes				
• Clear			*	
• Net shot			*	
• Underarm clear		*		
• Drive, push			*	
• Drop		*		
Tactics				
• Singles		*		
• Doubles			*	
Games				
• Warm up games/easy games/modified games	*			
• Singles		*		
• Doubles			*	



Ball game: table-tennis

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to apply the skills such as service, return and short chop in modified games.	1	2	3	4
The grip	Fundamental Movement			
• Shakehand grip		*		
• Penholder grip		*		
• Ready position		*		
Service				
• Plain hit service (forehand, backhand)		*		
• Backspin service (forehand, backhand)			*	
• Sidespin service (forehand, backhand)				*
Return				
• Block (forehand, backhand)		*		
• Short chop (forehand, backhand)			*	
• Push shot		*		
• Forehand drive		*		
• Forehand smash			*	
• Loop drive (forehand, backhand)				*
Footwork				
• Single step		*		
• Stride			*	
• Cross step			*	
Return of service				
• Use of short chop to return backspin service		*		
• Use of push shot to return sidespin service			*	
• Use of forehand drive to return sidespin service			*	
Tactics				
• Drive after service, drive after return			*	
Games				
• Warm up games/easy games/modified games	*			
• Singles		*		
• Doubles			*	



Dance

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: Upon completion of primary 6, students are able to perform a dance with simple steps.	1	2	3	4
Western folk dance		*	*	*
Chinese dance		*	*	
Creative dance		*	*	*
Jazz			*	*
Social dance (DanceSport)			*	*

Remark: Teachers may make reference to the Chinese version of the Dance Learning and Teaching Package⁴ for some examples of dance teaching materials



⁴ Please refer to the following link for the details of the Chinese version of the Dance Learning and Teaching Package: <http://cd1.edb.hkedcity.net/cd/pe/tc/chdance/menu.pdf>

Dance : western folk dance

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4	
Formations	Fundamental Movement				
• Single circle		*			
• Open circle		*			
• Couples forming single circle		*			
• Line		*			
• Processional line/Column		*			
• Longways		*			
• Couples forming double circle				*	
• Trio forming single circle				*	
Hand positions					
• Two hand hold		*			
• Promenade		*			
• Both hands placed on shoulder		*			
• V position		*			
• W position		*			
• Closed ballroom position				*	
• Open ballroom position				*	
• Shoulder-waist position/Peasant hold				*	
• T position					*
• Front basket					*
Steps					
• Grapevine		*			
• Hops		*			
• Jumps (on both feet)		*			
• Makazice step (Scissors step)		*			
• Skips		*			
• Slides		*			
• Point step		*			
• Step-point	*				
• Step-hop	*				
• Stamps	*				
• Step-stamp	*				
• Heel toe step	*				
• Two-step	*				

Dance : western folk dance

Recommended for
Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4
• Walks		*		
• Polka			*	
• Balance			*	
• (Double) Cherkassiya			*	
• Brush step			*	
• Sway			*	
• Bleking step			*	
• Runs			*	
• Bokázó			*	
• (Front, Back, Side) schottische			*	
• Step-close/Side-close			*	
• Step-swing			*	
• Twinkle step			*	
• Two-step led by heel			*	
• Yemenite			*	
• Polka turn				*
• Waltz step (walks in 3/4 time)				*
• Waltz turn				*
• Twisting step				*
• (Front, Back) crossing step				*
• Buzz step				*
• Chug				*
• Cifra				*
• Single/Double Csárdás				*
• Kalamantianos step				*
• Mazurka				*
• Rida				*

Fundamental Movement

Dance : Chinese dance

Recommended for
Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4	
Body positions	Fundamental Movement				
• Front, Back		*			
• Left front, Left back		*			
• Right front, Right back		*			
• Left side, Right side		*			
Foot positions					
• Yiwei (1st position, heels together, toes turned in line)		*			
• Sanwei (3rd position, heels one foot apart, toes turned outward)		*			
• Erwei (2nd position, heels together, toes turned slightly outward)				*	
Hand positions					
• Shuangliaoshou (double raised hand with palm up)		*			
• Bolangshou (wavy hand)		*			
• Tiquanhou (skirt hold)		*			
• Beishou (palms facing outward and backward)		*			
• Pingkaishou (open hand at chest level)		*			
• Woquan (fist making)		*			
• Tuomaoshou (hat supporting hand)		*			
• Lanhuazhang (orchid palm position)				*	
• Duiwan (cross wrist)				*	
• Yawan (press wrist)				*	
• Tanzhi (click finger)				*	
• Nanzhang (“tiger mouth” palm)				*	
Steps					
• Xiaojian (“laughing” shoulder)		*			
• Jintuibu (forward and backward step)		*			
• Hengyibu (side step)		*			
• Tuitabu (backward step)		*			
• Suibu		*			
• Xubu (pointé)	*				
• Qianzhuibu, Houzhuibu, Hengzhuibu (forward leaping, backward leaping, side leaping)	*				
• Dianjiao (tip-toe)	*				
• Dianjiao shizibu (cross step on demi-pointé)			*		
• Xitiaobu (skipping)			*		

Dance : Chinese dance

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4	
<ul style="list-style-type: none"> Houtiaotibu (back kicking step) Tiaotibu (skip kick step) Dianjiaozhuan (turning on tip-toe) Qifubu (wavy step) 	Fundamental Movement		*		
			*		
				*	
				*	
Body control (at bar/off bar)					
<ul style="list-style-type: none"> Bandun (squat) Wanyao (waist movement) Xiaotiao (jumping) Zhongtiao, Daitiao (leaping, high leaping) Xiaotitui, Daititui (leg flex, high leg kick) 		*			
			*		
			*		*
					*
					*
Time signature					
<ul style="list-style-type: none"> 2/4 4/4 3/4 	*				
		*			
			*		
				*	



Dance: creative dance

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4
Body	Fundamental Movement			
<ul style="list-style-type: none"> • Body movement: rising and sinking, opening and closing, curling and stretching 		*		
<ul style="list-style-type: none"> • Five basic jumps 		*		
<ul style="list-style-type: none"> • Body shape: arrow , wall, ball and screw 		*		
<ul style="list-style-type: none"> • Symmetry and asymmetry 		*		
<ul style="list-style-type: none"> • Motion and stillness 		*		
<ul style="list-style-type: none"> • Use of different parts of the body 				*
<ul style="list-style-type: none"> • Elevation and landing, elevation and body shape, elevation and effort 				*
Effort				
<ul style="list-style-type: none"> • Flow: free and bound 			*	
<ul style="list-style-type: none"> • Introduction to the flow of movement (with emphasis on the use of space and time) 			*	
<ul style="list-style-type: none"> • Eight basic effort actions: thrust, slash, glide, float, wring, press, dab, flick 			*	
<ul style="list-style-type: none"> • Effort and activities, transitions between the basic effort actions 				*
<ul style="list-style-type: none"> • Specific effort affinities 				*
Space				
<ul style="list-style-type: none"> • Pathways: straight, curve, roundabout and twisted 			*	
<ul style="list-style-type: none"> • Air patterns and floor pattern 			*	
<ul style="list-style-type: none"> • Spatial areas, levels, directions and actions in the air 			*	
<ul style="list-style-type: none"> • Establishing the diagonal lines 				*
<ul style="list-style-type: none"> • Establishing the three planes – door plane, table plane and wheel plane 				*
<ul style="list-style-type: none"> • Use of focus 				*
Relationship				
<ul style="list-style-type: none"> • Partner work: imitation, conversation, unison and complementary movements 		*		
<ul style="list-style-type: none"> • Trios, quartets, quintets 			*	
<ul style="list-style-type: none"> • Group formation 			*	
<ul style="list-style-type: none"> • Time relationship 			*	
<ul style="list-style-type: none"> • Space relationship 			*	
<ul style="list-style-type: none"> • Weight relationship 			*	
<ul style="list-style-type: none"> • Flow relationship 			*	

Dance: creative dance

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4
Occupational rhythm	Fundamental Movement			
• Miming working actions		*		
• Work in pairs or groups		*		
• Work dances		*		
• The rhythm of action			*	
• Moods and working actions				*
Meaning, expression, communication, embodiment				
• Element of a dance composition		*		
• The creative process			*	
• Choreographic forms				*
• Choreographic devices			*	
• Choreography as a multi-media event			*	
• From expression to embodiment			*	
• Meaning, expression and communication			*	



Dance: jazz

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4	
Foot positions	Fundamental Movement				
• First parallel			*		
• Second parallel			*		
• First turnout			*		
• Second turnout			*		
Arms position					
• High parallel			*		
• Low parallel			*		
• High V			*		
• Lower V			*		
• Diagonal arms				*	
• Front high arms				*	
• Side high arms				*	
Steps					
• Dance with the use of arms				*	
• Kick in attitude				*	
• Coordination with arm and footwork				*	
• Kick ball change				*	
• Gallops				*	
• Turn				*	
• Jazz side stretch				*	
• Jump combination					*
• Kick combination					*
• Step combination and body ripple					*
• Floor routine					*
Body Control					
• Hip exercise				*	
• Body scoop and rib cage exercise				*	



Dance: social dance (DanceSport)

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4
Basic knowledge	Fundamental Movement			
• Leading & following				*
• The hold: Ballroom dance , Latin dance				*
• Line of dance				*
• Direction and position				*
• Footwork				*
• Rise and fall				*
• Amount of turn				*
• Alignment				*
• Time signature (3/4 and 4/4)				*
• Rhythm/tempo			*	
Ballroom dance series : Blues/Slow form of ballroom dance				
• Quarter turns			*	
• Side step			*	
• Forward rock			*	
• Conversation piece			*	
• Reverse pivot turn			*	
Ballroom dance series: Waltz				
• Right closed change				*
• Left closed change				*
• Natural turn				*
• Reverse turn				*
• Whisk				*
• Chassé				*
• Hesitation change				*
Latin dance series : Cha Cha Cha				
• Basic movement			*	
• Whisk & Chassé			*	
• Spot turn			*	
• New York			*	
• Follow my leading/leader			*	
• Underarm turns			*	

Dance: social dance (DanceSport)

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between secondary and primary curriculum: not applicable	1	2	3	4
Latin dance series : Jive (Tap step styling)				
• Basic rock	Fundamental Movement			*
• Change position and underarm turn, underarm turn				*
• Link rock				*
• American spin				*
• Change of hands , change of hands behind back				*
• Windmill				*



Physical fitness activities - health fitness

Recommended for Teaching in Key Stage(s)

	1	2	3	4
Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students are able to complete the tests on 9-minute run, handgrip, and sit and reach; and able to measure their own heart rate by checking radial pulse.				
Cardiorespiratory fitness				
• 9-minute run/walk		*		
• Progressive Aerobic Cardiovascular Endurance Run (PACER)		*		
• Step test			*	
• Cycle ergometer			*	
• Treadmill				*
• Heart rate measurement - checking the radial pulse		*		
• Heart rate measurement - checking the carotid pulse			*	
• Heart rate monitor				*
• Electronic blood pressure monitor				*
Muscular strength and endurance				
• Handgrip		*		
• Push-up		*		
• Inclined pull-up		*		
• Sit-up		*		
• Chinning			*	
• Flexed arm hang			*	
• Squat thrust		*		
• Circuit training			*	
• Dumbbell				*
• Resistance training equipment commonly found in fitness rooms				*
Flexibility				
• Sit and reach		*		
• Static stretching		*		
• Proprioceptive Neuromuscular Facilitation (PNF) stretching			*	
Body composition				
• Measure of height, weight, weight-for-height, Body Mass Index (BMI)		*		
• Bioelectrical Impedance Analysis (BIA)			*	
• Skinfold measurement				*

Fundamental Movement



Gymnastics (basic gymnastics)

Recommended for Teaching in Key Stage(s)

	1	2	3	4
Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students are able to demonstrate the following skills: <ul style="list-style-type: none"> - backspring (assisted), forward roll to astride straddle stand, backward roll to astride straddle stand - long box: squat jump onto the rear end, and then astride vault off at the far end - side box: face vault 				
Floor exercise				
• Tuck jump, straddle jump		*		
• Body wave		*		
• Back arch		*		
• V-sit, front scale, side scale		*		
• Roll to astride straddle stand (forward, backward)		*		
• Dive forward roll			*	
• Headstand		*		
• Handstand against wall			*	
• Cartwheel			*	
• Roundoff				*
• Backspring (assisted)		*		
• Backspring, headspring			*	
• Forward handspring or forward walkover				*
Small apparatus				
• Ball (bouncing, rolling on different parts of the body, figure of eight, throwing and catching)			*	
• Rope (skipping/hopping into the rope, swinging, figure of eight, throwing and catching)			*	
• Hoop (rolling, swinging, passing through, figure of eight, throwing and catching)			*	
• Ribbon (spirals, "snakes", circling, figure of eight, throwing and catching)				*
• Clubs (circling, mills, throwing and catching, figure of eight, asymmetric movements)				*
Vaulting				
• Side box: face vault (squat, piked, straight)		*		
• Side box: oblique back vault			*	
• Side box: astride vault			*	
• Side box: squat vault			*	
• Side box: back vault				*
• Long box: squat jump onto the rear end, and then vault off at the far end (astride, squat)		*		

Fundamental Movement

Gymnastics (basic gymnastics)

Recommended for Teaching in Key Stage(s)

	1	2	3	4
<p>Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students are able to demonstrate the following skills:</p> <ul style="list-style-type: none"> - backspring (assisted), forward roll to astride straddle stand, backward roll to astride straddle stand - long box: squat jump onto the rear end, and then astride vault off at the far end - side box: face vault 				
<ul style="list-style-type: none"> • Long box: squat jump onto the rear end, forward roll off • Long box: forward roll • Use of mini tram 			*	*
Balance beam/bench				
<ul style="list-style-type: none"> • Jump to crouch support • Jump to single leg stand mount • Jump to straddle sit mount • V-sit, front scale, side scale, single knee scale • Forward walk, backward walk, light leaps, two-step (step together step, change), leaping, running • Turn on single leg, half turn on both legs, squat turn, swing leg forward and turn 180° • Forward roll • Straight body jump dismount, tucked jump dismount, straddle jump dismount • Swing leg backward dismount from knee front support • Straight body jump and turn 180° dismount • Cartwheel dismount 		*	*	*
Horizontal bar (low bar)				
<ul style="list-style-type: none"> • Inverted hang in double knee hook • From standing position, hip circle backward mount through swinging one or both legs • From front support, swing backward and stoop legs into crotch support • From crotch support, swing the rear leg forward for an half turn dismount • From crotch support, single knee circle (backward, forward) • From front support, hip circle forward dismount • From front support, swing backward dismount 		*	*	*
Horizontal bar (high bar)				
<ul style="list-style-type: none"> • Front support, hip circle forward dismount • Front support, swing backward dismount • Long hang, hip circle backward mount 			*	*

Fundamental Movement

Gymnastics (basic gymnastics)

Recommended for Teaching in Key Stage(s)

	1	2	3	4
Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students are able to demonstrate the following skills: - backspring (assisted), forward roll to astride straddle stand, backward roll to astride straddle stand - long box: squat jump onto the rear end, and then astride vault off at the far end - side box: face vault				
Parallel bars	Fundamental Movement			
<ul style="list-style-type: none"> • Straight arm support, swing backward dismount 				*
<ul style="list-style-type: none"> • Straight arm support, swing forward with a half turn dismount 				*
<ul style="list-style-type: none"> • Straddle seat, roll forward to straddle seat 				*
Trampoline				
<ul style="list-style-type: none"> • Vertical jumps (tuck, straddle, with a full twist) 				*
<ul style="list-style-type: none"> • Seat drop 				*



Gymnastics (educational gymnastics)

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students are able to demonstrate rich movement patterns in locomotion and stability through changing weight bearing bases, pathways, directions, levels and body shapes.	1	2	3	4	
Locomotion	Fundamental Movement				
• Use of body parts for weight bearing: feet, hands, other body parts		*			
• Use of space: pathways, directions, levels		*			
• Time factor: fast and slow, acceleration and deceleration, rhythm			*		
• Movement sequence			*		
• Climax of sequence				*	
Stability					
• Body shapes : stretching and curling, twisting and turning, symmetry and asymmetry, gripping and releasing		*			
• Poses: weight bearing, change of levels and body parts		*			
• Transference of weight		*			
• Inversion		*			
• Flight: poses display		*			
• Flight: twisting, turning, change of body shapes				*	
• Vaulting over an apparatus				*	
Partner/group work					
• Following pathways	*				
• Copying	*				
• Matching		*			
• Contrasting, canon work				*	
• Partner as obstacles: over, under and around		*			
• Poses: combination of shapes and arrangement				*	
• Loading, lifting and lowering, counter-tension, counter-balance		*			
• Moving obstacles				*	



Outdoor pursuits

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between the primary and secondary PE: Upon completion of Primary 6, students should have participated in at least one outdoor education camping.	1	2	3	4
<p>Outdoor pursuits generally refer to</p> <ul style="list-style-type: none"> • Land or aquatic activities that are planned and organised by schools, with teachers’ or delegated instructors’ supervision • Usually conducted in natural environment • Activities that are exploratory, challenging and physically demanding • Examples: <ul style="list-style-type: none"> - Outdoor education camping - Hiking - Wild camping - Orienteering - Field trip 	Fundamental Movement	*	*	*



Other activities

Recommended for Teaching in Key Stage(s)

Primary-secondary interface between the primary and secondary PE: Not applicable.	1	2	3	4
<p>Other activities refer to the activities that are not included in the above categories. The following factors should be considered when selecting activities:</p> <ul style="list-style-type: none"> • educational • involving movements of large muscle groups and functional in enhancing which improve students' physical fitness • interesting and enjoyable • having carry-over value • school readiness (i.e. having appropriate teacher qualifications, equipment, facilities, etc.) • Examples: <ul style="list-style-type: none"> - Rope skipping - Shuttlecock - Chinese martial arts - Cycling - Ice sports - Golf 	Fundamental Movement	*	*	*



Appendix 2 Teaching Resources

The following materials can be downloaded from the website of the PE Section of the Education Bureau at <http://www.edb.gov.hk/index.aspx?nodeID=2912&langno=1>

Reference materials:

- Safety Guidelines on PE KLA for Hong Kong Schools
- Air Quality Health Index (AQHI)
- Use of Sports Facilities of the Leisure and Cultural Services Department (LCSD) and the Housing Department (HD) by Schools
- Heart Disease (Prof. Rita SUNG - Department of Paediatrics, Prince of Wales Hospital)
- Hong Kong Healthy School Award Scheme (Prof. Albert LEE - The Chinese University of Hong Kong)
- School Physical Fitness Award Scheme
- Surveys on “Physical Fitness Status of Hong Kong School Pupils”
- Schools Dance Festival
- Outdoor Education Camp Scheme
- Furniture and Equipment List for New Schools
- Physical Measurement Enhancement Project
- New Senior Secondary Curriculum (Physical Education) Proceedings of Professional Development Programmes for Teachers

Learning and teaching materials:

- Physical Education (Hong Kong Diploma of Secondary Education) Learning and Teaching Package
- Learning and Teaching Package on Various Types of Dances
- Morning Exercise and Exercise During the Change of Class Periods
- Shuttlecock Activities
- Outdoor Education Camps for Primary School
- PE "Learning Outcomes Framework"
- Fundamental Movement: An Introductory Guide
- Fundamental Movement: Sample of Assessment Form
- Olympic Education
- 2009 East Asian Games
- Promotion of Healthy Lifestyle – reference materials on psychological skills for improving sports performance
- An English-Chinese Glossary of Terms Commonly Used in the Teaching of Physical Education in Secondary Schools

IT in PE

- Sports Day, Swimming Gala and Games Day Computer-assisted Processing System (CAPS)
- Physical Fitness Recording Systems (PFRS)
- Co-curricular Activities Recording System (CCARS)
- Motion Video Analysis Software

The following websites contain sport-related resources:

- Physical Education Website, the Hong Kong Education City
http://www.hkedcity.net/iworld/index.phtml?iworld_id=96
- ETV Special Programmes – Physical Education
<http://etv.hkedcity.net/Home/Pages/ResourceList.aspx?catId=12201&subId=8>

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HKCWC Fung Yiu King Memorial Secondary School
Jockey Club Ti-I College
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