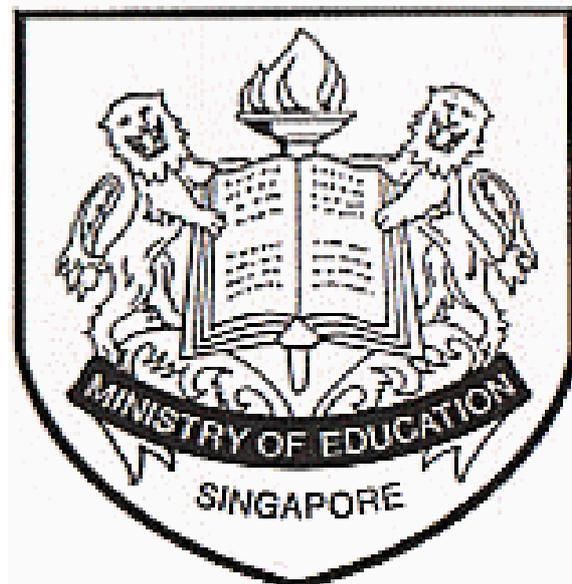


Curriculum Planning & Development Division

Ministry of Education



**Physical Education Syllabus
(Primary, Secondary, Pre-University)
2006**

Physical Education Syllabus (Primary, Secondary, Pre-University Levels) 2006



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OUR MISSION

**Developing a Curriculum
to Meet the Needs of
the Nation,
Community
and
Individual**

OUR VISION

**Every Child is
Physically Educated**

TABLE OF CONTENTS

Introduction	1
Aim of Physical Education	2
Objectives of Physical Education	2
Scope & Selection of Activities	4
Sample Yearly Plan	6
Expected Learning Outcomes at the Various Key Stages	7
Content	
• Fundamental Movements	11
• Educational Gymnastics	13
• Dance	17
• Games	21
• Health & Fitness Management	27
• Athletics/Track & Field	33
• Swimming	37
• Other Physical Activities	40
Assessment	41
Descriptors For Overall Grade in PE	42
References & Suggested Resource Materials	43
Acknowledgements	47

INTRODUCTION

Physical Education (PE) plays an important role in the physical growth and development of students. Through PE, students acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for students to express themselves through movement and physical activity.

Physical activity is the cornerstone of the PE programme. The PE programme in schools should be enjoyable and provide opportunities for students to develop a positive association with physical activity. Through PE, students are given the opportunity to participate in a variety of physical activities such as sports and games and acquire the concepts and skills that will enable them to participate in these sports and games both for leisure and competition.

In addition, PE provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, PE helps to cultivate healthy habits, teamwork, resilience and resolve.

PROFILE OF A PHYSICALLY EDUCATED STUDENT

It is the vision that each student will be physically educated by the time he/she leaves school. To be a physically educated student, each child should:

- Understand the importance and benefits of physical activity;
- Enjoy and actively participate in a variety of physical activities;
- Demonstrate positive personal/social character traits such as fairplay, teamwork and sportsmanship in a variety of physical activities;
- Develop and maintain both health-related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and performance-related fitness: agility, co-ordination and balance; and
- Play safely with respect to self and others.

AIM OF PHYSICAL EDUCATION

To achieve the vision of a physically educated student, the PE syllabus aims to:

Develop students' motor and games skills and equip them with the knowledge, skills and attitudes to pursue and enjoy a physically active and healthy lifestyle.

OBJECTIVES OF PHYSICAL EDUCATION

The school's PE programme should seek to develop in each student the ability to:

1 Perform and enjoy a variety of physical activities with understanding

A balanced PE programme comprising concepts and skills development are necessary to lay a strong foundation for participation in daily activities, intra-mural games and recreational pursuits. Developing proficiency in physical activities helps students to channel their desire for play into constructive outcomes. Their interests will be extended as they attain a broader range of movement skills and concepts from which they can derive greater satisfaction.

2 Develop and maintain physical health and fitness through regular participation in physical activities

Physical health and fitness enable students to carry out their daily tasks with vigour, and still leave them with sufficient energy to pursue and enjoy leisure activities. A high level of physical health and fitness usually indicates optimum physical and mental well-being. Students with abundant vitality are often physically and mentally alert, and socially well-adjusted. Hence physical well-being helps to promote the academic attainment of students. A long-term objective of the PE programme is to enable students to maintain a good level of fitness throughout their lives.

3 Demonstrate positive self-esteem through body awareness and control

Body awareness and control are developed through movement activities where students use their bodies to express their ideas, attitudes and emotions. Through these movement experiences, they learn about their abilities and limitations. This knowledge is vital in the motor skill acquisition and the development of positive self-esteem.

4 Understand and apply thinking skills to PE

The PE programme provides students with opportunities to engage in decision-making and problem-solving situations. Such opportunities help students to develop thinking skills such as organising and evaluating; focusing and remembering; generating and integrating; inferring and analysing; decision-making; and creative problem solving.

5 Demonstrate the spirit of fair play, teamwork and sportsmanship

Opportunities for interaction during PE lessons serve to develop in students social qualities such as courtesy, sportsmanship, co-operation, teamwork, loyalty and consideration for others. Some competitive sports and games may create emotionally charged situations. Under such circumstances, students should be taught to manage their emotions and express themselves in socially acceptable ways. Teachers are in an excellent position to help students discover the difference between acceptable and unacceptable sports behaviours.

6 Acquire safe practices during physical activities

Safe practices are fundamental to the participation and enjoyment of physical activity. Students should also be made aware of the common sense safety rules and considerations to reduce potentially dangerous or threatening situations. This will enable students to play safely and acquire an awareness of safety with respect to themselves and others.

SCOPE AND SELECTION OF PHYSICAL ACTIVITIES

The selection of activities for a balanced yet challenging PE programme should be based on the nature, needs, capacities and interests of students. Sufficient time and effort should be devoted to the development of games concepts and skills in the chosen sports. Physical activities must be purposeful, engaging, developmentally-appropriate and stimulating. They should challenge students physically and mentally and provide them with avenues for lifelong pursuits in physical activity.

The PE programme of a school should provide a range of activities in all the seven components in the syllabus. Concentration on a few areas to the exclusion of others tends to narrow the programme and expected learning outcomes. Participation in a range of physical activities from each of the components listed below provides different emphases as well as variety and interest.

The emphases in the teaching and learning of PE varies across the different educational levels. This is to ensure developmental appropriateness and to achieve progression and coherence across the educational levels.

Primary Level

The **lower primary** level focuses on fundamental movements, educational gymnastics and dance which develop students' psychomotor skills, control and co-ordination. These will lay the foundations for further learning of more advanced psychomotor skills, sports and games.

The **upper primary** level focuses on further development and refinement of fundamental movements and psychomotor skills through a broad range of physical activities such as educational gymnastics, games, dance, athletics and swimming. In games, students will be introduced to basic games concepts.

The following are broad areas that should be covered:

- Fundamental movements
- Educational gymnastics
- Dance

- Games (Territorial, Net/Wall, Striking & Fielding)
- Health & fitness management
- Athletics
- Swimming

Secondary Level

At secondary level, the programme focuses on extension of psychomotor and games skills and the development of games concepts in specific sports and games. It provides opportunities for mastery and refinement of skills in physical activities such as educational gymnastics, dance, games, track & field and swimming. There is also provision for a holistic perspective on health and fitness as well as expressiveness, developing a competitive spirit and opportunities for leadership training.

The following are broad areas that should be covered:

- Educational gymnastics
- Dance
- Games (Territorial, Net/Wall, Striking & Fielding)
- Health & fitness management
- Track & field
- Swimming

Pre-university level

At pre-university level, the PE programme focuses on the refinement and mastery of sports and games skills required for lifelong pursuits. Some specialisation may take place at this level. The programme also equips students with the knowledge and skills to design and manage a health-enhancing fitness programme as well as expressiveness, developing a competitive spirit and opportunities for leadership training.

The following are broad areas that should be covered:

- Dance
- Games (Territorial, Net/Wall, Striking & Fielding)
- Health & fitness management
- Swimming

Note

Swimming is part of the PE programme. However, schools may conduct their swimming lessons outside of school hours if public pools are being utilised. The expertise of qualified swimming instructors may be engaged.

SAMPLE YEARLY PLAN

A balanced selection of activities is an important factor to be considered in the overall planning of a good PE programme. Below is a sample yearly plan based on 30¹ weeks for the primary level and 29² weeks for the secondary and pre-university levels, taking into consideration examinations and public holidays.

Key Stage / Component	Primary 1 & 2		Primary 3 & 4		Primary 5 & 6	
	%	No. of periods	%	No. of periods	%	No. of periods
Fundamental Movements	50%	45	20%	18		
Educational Gymnastics	40%	36	30%	27	25%	15
Dance	10%	9	5%	5	5%	3
Games			40%	36	50%	30
Health & Fitness Management			5%	4	5%	3
Athletics					15%	9
Swimming³	20% (18 periods)			30% (18 periods)		
Total	100%	90⁴ periods	100%	90 periods	100%	60⁵ periods

Key Stage / Component	Secondary 1 & 2		Secondary 3 & 4/5		Pre-University 2/3	
	%	No. of periods	%	No. of periods	%	No. of periods
Educational Gymnastics	15%	9				
Dance	5%	3	5%	3	5%	5
Games	50%	29	55%	33	65%	56
Health & Fitness Management	10%	6	20%	11	30%	26
Track & Field	20%	11	20%	11		
Swimming³	30% (18 periods)			20% (18 periods)		
Total	100%	58⁶ periods	100%	58 periods	100%	87⁷ periods

¹ 8 weeks in Term 1, 2 and 3, 6 weeks in Term 4 = 30 weeks

² 8 weeks in Term 1, 2 and 3, 5 weeks in Term 4 = 29 weeks

³ Schools that conduct swimming lessons within the PE curriculum time would need to adjust the percentage for the rest of the components accordingly.

⁴ 30 weeks x 3 periods per week = 90 periods per year.

⁵ 30 weeks x 2 periods per week = 60 periods per week.

⁶ 29 weeks x 2 periods per week = 58 periods per week

⁷ 29 weeks x 3 periods per week = 87 periods per week

EXPECTED LEARNING OUTCOMES AT THE VARIOUS KEY STAGES

The expected learning outcomes at the various key stages serve to make learning meaningful and progressive as they build on and maximise students' earlier experiences. Schools are expected to ensure that students attain the expected learning outcomes at the various key stages. Flexibility is given to schools to select appropriate activities from the contents listed in the syllabus so as to facilitate the attainment of the expected learning outcomes. The list of content is not exhaustive and schools can conduct activities outside of those in the content list as long as the activities help students to attain the expected learning outcomes.

The expected learning outcomes are organised in following key stages:

Primary

Primary 2
Primary 4
Primary 6

Secondary

Secondary 2
Secondary 4/5

Pre-university

Pre-university 2/3

EXPECTED LEARNING OUTCOMES

Key Stage/ Component	By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
Fundamental Movements	Perform a variety of: <ul style="list-style-type: none"> ❖ Locomotor and non-locomotor skills in a coordinated manner incorporating movement concepts. ❖ Fundamental movements using correct techniques. 	Refine, extend and increase the complexity of locomotor, non-locomotor and manipulative skills.	-
Games	Perform a variety of fundamental movements using correct techniques.	Demonstrate skills acquired in various modified games.	Demonstrate an understanding of concepts and skills acquired in various modified games.
Dance	<ul style="list-style-type: none"> ❖ Identify and use movement elements to perform a dance or dance sequence. ❖ Move through space in a rhythmic manner. 	Perform two folk dances of various levels of difficulty to music from two different cultures.	<ul style="list-style-type: none"> ❖ Perform the CEIMO-CEIMO dance and two other dances to music. ❖ Choreograph a simple dance sequence in collaboration with others.
Educational Gymnastics	Perform a simple individual sequence incorporating movement concepts and various forms of locomotion.	Perform an extended individual sequence with good form, and to rhythm, incorporating various gymnastic actions.	Refine and perform an extended sequence to rhythm, individually and/or with a partner, incorporating gymnastic actions and various forms of locomotion on small and large apparatus.
Health & Fitness Management	-	<ul style="list-style-type: none"> ❖ Demonstrate an understanding of the benefits of physical well-being. ❖ Select appropriate physical activities and perform them safely in order to maintain a healthy lifestyle. 	Demonstrate an understanding of the F.I.T.T ⁸ principle and the principles to achieve health and fitness benefits.
Athletics	-	-	Acquire the knowledge and skills to perform fundamental athletic movements of throwing, jumping and running.
Swimming	By the end of Primary 6: <ul style="list-style-type: none"> ❖ Swim one recognised stroke. ❖ Demonstrate confidence in water without buoyancy aids. ❖ Understand pool and water safety. 		

⁸ F.I.T.T. stands for Frequency, Intensity, Time and Type.

EXPECTED LEARNING OUTCOMES

Key Stage/ Component	By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre-University 2/3
Fundamental Movements	-	-	-
Games	Acquire the knowledge and skills to play at least one game in each games category.	Acquire the knowledge and skills to play another three games from any games category ⁹ .	Acquire the knowledge and skills to play another game and/or to refine and master acquired games skills.
Dance	<ul style="list-style-type: none"> ❖ Perform two dances to music. ❖ Choreograph a simple dance sequence. 	Perform a social dance with/without partner to the beat of the music.	Perform another social dance with/without partner to the beat of the music.
Educational Gymnastics	Perform a long series of sequences, rhythmically to music, (with a partner or in groups), that incorporates more complex gymnastic actions and the use of small hand-held implements and large apparatus.	-	-
Health & Fitness Management	<ul style="list-style-type: none"> ❖ Design a safe and appropriate general health and fitness programme to achieve a desired level of health and fitness based on the F.I.T.T. principle. ❖ Demonstrate safe practises while engaging in physical activities. 	<ul style="list-style-type: none"> ❖ Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T. principle. ❖ Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition. 	<ul style="list-style-type: none"> ❖ Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T. principle. ❖ Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition.
Track & Field	Acquire the knowledge and skills to perform at least two track and two field events.	Acquire the knowledge and skills to perform another track and another field event.	-
Swimming	By the end of Secondary 4/5: <ul style="list-style-type: none"> ❖ Swim any one recognised stroke. ❖ Demonstrate at least two basic survival techniques. 	By the end of Pre-University: <ul style="list-style-type: none"> ❖ Swim another recognised stroke. ❖ Demonstrate two basic rescue techniques. 	

⁹ The three games categories are Territorial, Net/Wall and Striking & Fielding.

FUNDAMENTAL MOVEMENTS

Fundamental movements form the foundation for all physical activities. They are important building blocks for the individual's participation in sports and games either at recreational or competitive level. For example, in order for a student to play a game of basketball or netball, he/she must first be able to throw and catch a ball with accuracy. Therefore, at least 50% of the curriculum time in Primary 1 and 2 is dedicated to this component to lay a strong foundation for our students.

FUNDAMENTAL MOVEMENTS

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
Perform a variety of: <ul style="list-style-type: none"> ❖ Locomotor and non-locomotor skills in a coordinated manner incorporating movement concepts. ❖ Fundamental movements using correct techniques. 	Refine, extend and increase the complexity of locomotor, non-locomotor and manipulative skills.	-

CONTENT : For Primary 1 to 4

Movement Concepts

Spatial Awareness	Body Awareness	Qualities of Movement	Relationships
<ul style="list-style-type: none"> • Space • Directions • Levels • Pathways • Planes 	<ul style="list-style-type: none"> • Shapes • Balance or weight bearing • Transfer of body weight • Flight 	<ul style="list-style-type: none"> • Time or speed • Force • Flow 	<ul style="list-style-type: none"> • With body parts • With objects and/or people

Fundamental Skills

Locomotor Skills	Non-locomotor Skills	Manipulative Skills
<ul style="list-style-type: none"> • Walking • Running • Jumping • Sliding • Hopping • Leaping • Skipping • Galloping 	<ul style="list-style-type: none"> • Bending • Twisting • Turning • Balancing • Pushing • Pulling • Stretching • Rocking 	<ul style="list-style-type: none"> • Throwing • Catching • Bouncing/Dribbling • Rolling • Trapping • Punting • Kicking • Volleying

Using the fundamental skills listed, explore the following:

- various height, distance, speed, level, accuracy and direction
- using a variety of equipment
- using dominant as well as non-dominant limbs
- engaging in individual, pairs or group activities

EDUCATIONAL GYMNASTICS

The educational gymnastics component seeks to provide students with an understanding and aesthetic appreciation of artistic and expressive movement. Skills learnt are never an end in themselves but add to an individual's movement vocabulary, enabling a response to open-ended tasks. The process of educational gymnastics emphasises affective, cognitive and psychomotor development. Sequencing is a strategy to be used continuously from the very beginning to harness the various skills and content of the syllabus. Group work and partner interaction are encouraged so that students work cooperatively and support each other to create novel responses to tasks that may often be beyond their individual physical limits and abilities.

EDUCATIONAL GYMNASTICS

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
Perform a simple individual sequence incorporating movement concepts and various forms of locomotion.	Perform an extended individual sequence with good form, and to rhythm, incorporating various gymnastic actions.	Refine and perform an extended sequence to rhythm, individually and/or with a partner, incorporating gymnastic actions and various forms of locomotion on small and large apparatus.

CONTENT : For Primary 1 to Secondary 2

Movement Concepts

Spatial Awareness	Body Awareness	Qualities of Movement	Relationships
<ul style="list-style-type: none"> • Space • Directions • Levels • Pathways • Planes 	<ul style="list-style-type: none"> • Shapes • Balance or weight-bearing • Transfer of body weight • Flight 	<ul style="list-style-type: none"> • Time or speed • Force • Flow 	<ul style="list-style-type: none"> • With body parts • With objects and/or people

Fundamental Skills

Locomotor Skills		Non-locomotor Skills	
<ul style="list-style-type: none"> • Walking • Running • Jumping • Sliding 	<ul style="list-style-type: none"> • Hopping • Leaping • Skipping • Galloping 	<ul style="list-style-type: none"> • Bending • Twisting • Turning • Balancing 	<ul style="list-style-type: none"> • Pushing • Pulling • Stretching • Rocking

Gymnastic Actions

Rolls	Jumps	Balances	Transfer of weight	Vault
Different directions, levels and ways to get in and out of rolls	Different shapes, ways and flight for landing	<ul style="list-style-type: none"> • Point • Patch • Inversion 	<ul style="list-style-type: none"> • Cartwheel • Wheeling Actions • Kipping Actions - to consider kipping in a continuous rotation, change in rotation etc 	<ul style="list-style-type: none"> • Spring onto box; horse; beam; bars of varying heights • Landing in different directions • Vaulting in a continuous rotation, change in rotation etc

EDUCATIONAL GYMNASTICS

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre- University 2/3
Perform a long series of sequences, rhythmically to music, (with a partner or in groups), that incorporates more complex gymnastic actions and the use of small hand-held implements and large apparatus.	-	-

CONTENT : For Primary 1 to Secondary 2

Movement Concepts

Spatial Awareness	Body Awareness	Qualities of Movement	Relationships
<ul style="list-style-type: none"> • Space • Directions • Levels • Pathways • Planes 	<ul style="list-style-type: none"> • Shapes • Balance or weight-bearing • Transfer of body weight • Flight 	<ul style="list-style-type: none"> • Time or speed • Force • Flow 	<ul style="list-style-type: none"> • Among body parts • With objects and/or people

Fundamental Skills

Locomotor Skills		Non-locomotor Skills	
<ul style="list-style-type: none"> • Walking • Running • Jumping • Sliding 	<ul style="list-style-type: none"> • Hopping • Leaping • Skipping • Galloping 	<ul style="list-style-type: none"> • Bending • Twisting • Turning • Balancing 	<ul style="list-style-type: none"> • Pushing • Pulling • Stretching • Rocking

Gymnastic Actions

Rolls	Jumps	Balances	Transfer of weight	Vault
Different directions, level and ways to get in and out of rolls	Different shapes, ways and flights for landing	<ul style="list-style-type: none"> • Point • Patch • Inversion 	<ul style="list-style-type: none"> • Cartwheel • Wheeling Actions • Kipping Actions - to consider kipping in a continuous rotation, change in rotation etc 	<ul style="list-style-type: none"> • Spring onto box; horse; beam; bars of varying heights • Landing in different direction • Vaulting in a continuous rotation, change in rotation etc

DANCE

Dance is an important medium for encouraging creativity and nurturing social skills. It is a joyous and natural means of expressing one's rhythmic instinct. It is this joyous expression that makes one radiant when one dances. The content comprises three components viz. creative dance based on Laban's theme, local/folk and social dances. These dances will provide opportunities for the development of co-ordination, grace and rhythmic sense through the use of movement, music and other stimuli. They also cultivate an appreciation for the heritage of other countries.

DANCE

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
<ul style="list-style-type: none"> ❖ Identify and use movement elements to perform a dance or dance sequence. ❖ Move through space in a rhythmic manner. 	Perform two folk dances of various levels of difficulty to music from two different cultures.	<ul style="list-style-type: none"> ❖ Perform the CEIMO-CEIMO dance and two other dances to music. ❖ Choreograph a simple dance sequence in collaboration with others.

CONTENT

For Primary 1 & 2

Creative Dance	
<ul style="list-style-type: none"> • Paper Dance • The Zoo • Food • Alphabet Dance 	<ul style="list-style-type: none"> • Machine Dance • Dancing with Props • Festival (Chinese New Year or Mooncake Festival)

For Primary 3 to 6

Folk Dance	Line Dance (For Upper Primary)
<ul style="list-style-type: none"> • CEIMO-CEIMO (Singapore) • Hatziporium (Israel) • Boanopstekka (Netherlands) • Cross Dance (Poland) • Shoemaker's Dance (Denmark) • Kinder Polka (Germany) • Seven Steps (Austria) • Apat-apat :Planting Rice (Philippines) • Sicilian Tarantella (Italy) • Greensleeves (England) • Patty Cake Polka (America) • Chimes of Dunkirk (Belgium) • Gustaf's Skoal (Sweden) 	<ul style="list-style-type: none"> • Hand Jive • Hitch-Hiker • Alley Cat • Balling the Jack

Note: The listed dances above may be replaced with other current dances.

DANCE

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre- University 2/3
<ul style="list-style-type: none"> ❖ Perform two dances to music. ❖ Choreograph a simple dance sequence. 	Perform a social dance with/without partner to the beat of the music.	Perform another social dance with/without partner to the beat of the music.

CONTENT

For Secondary 1 to 4/5

Folk Dance	Social Dance	Line Dance
<ul style="list-style-type: none"> • CEIMO-CEIMO (Singapore) • Doudlebska Polka (Cezh) • Black Nag (England) • Hammersmith Dance (Germany) • Korobushka (Russia) • La Raspa (Mexico) • Alunelul (Romania) • Sicilian Tarantella (Italy) • Troika (Russia) • Virginia Reel (USA) • Crested Hen (Denmark) • Mayim Mayim (Israel) 	<ul style="list-style-type: none"> • Cha-Cha <ul style="list-style-type: none"> - Backward and Forward Basic step • Rock & Roll 	For Lower Secondary <ul style="list-style-type: none"> • Hitch-Hiker • Cowboy Motion For Upper Secondary <ul style="list-style-type: none"> • Louisiana Saturday Night • Hooked on Country

For Pre-University

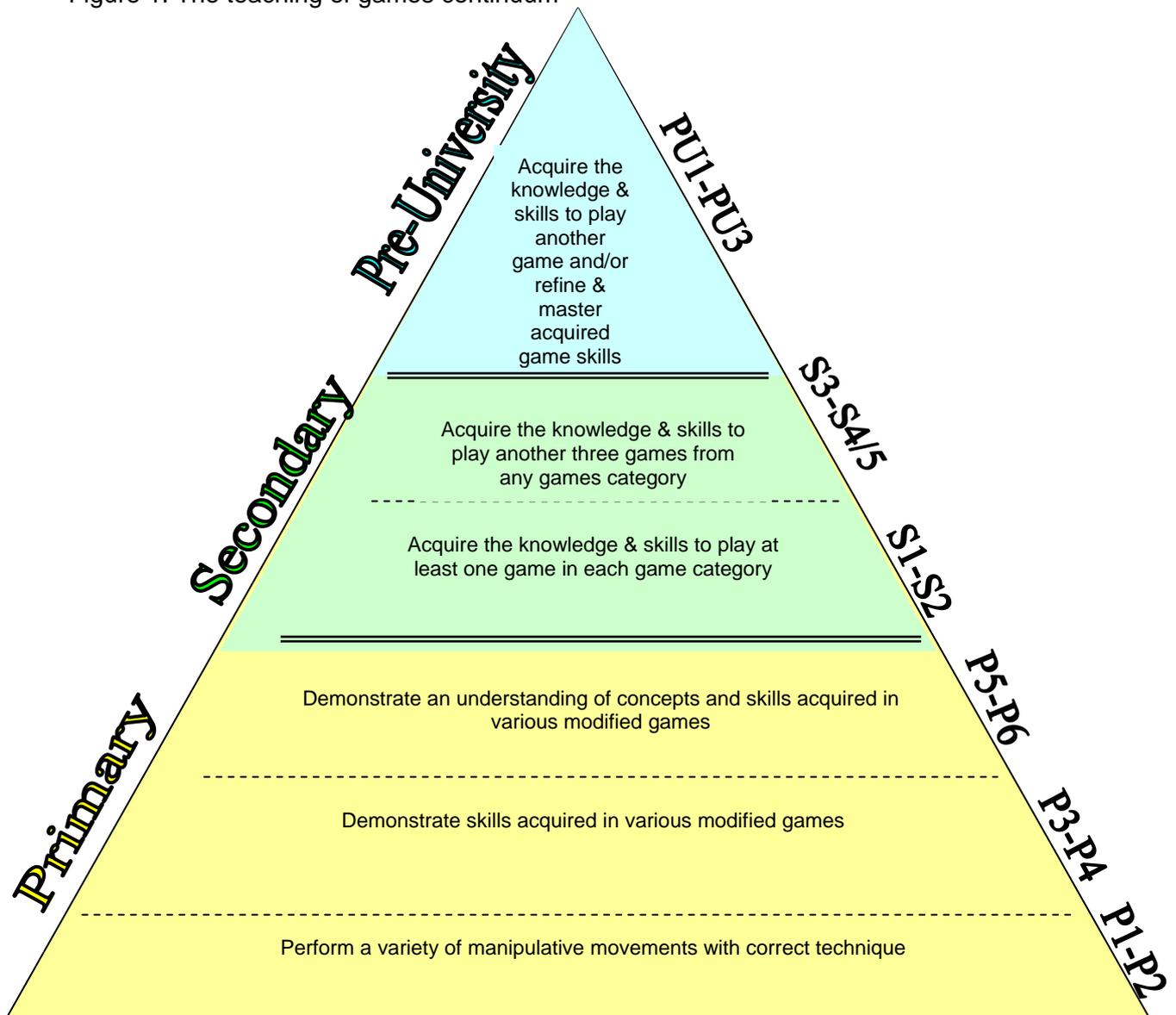
Social Dance	Line Dance
<ul style="list-style-type: none"> • Waltz <ul style="list-style-type: none"> - Box Step - Box Turn - Hesitation Step - The Wheel • Cha-Cha <ul style="list-style-type: none"> - Backward and Forward Basic step - Open Break and Right Break - Cross-Over and Cross-Over turn - Chase Half-turn - Full Turn • Rock & Roll 	Cowboy Cha Cha

Note: The listed dances above may be replaced with other current dances.

GAMES

Games are an integral part of the PE programme which serve to equip our students with knowledge, skills and attitudes to pursue and enjoy a physically active and healthy lifestyle. It is a key component that spans the whole PE syllabus (see [Figure 1](#)). It is important to develop both games skills, in particular the accuracy in which an object is delivered and an understanding of the conceptual aspects of games as this would enable students to appreciate games and improve their game performance.

Figure 1: The teaching of games continuum



At the primary level, basic games concepts are introduced through modified games using fundamental skills, which provide greater opportunities for students to hone their fundamental skills. At the secondary level, the games skills and concepts are extended through a range of sports and games. It provides opportunities for students to enhance their games skills and develop their tactical awareness. At the pre-university level, the games skills and concepts are refined and mastered through a broader range of sports and games to enable students to appreciate games and improve their game performance.

Games can be divided into three broad categories namely territorial, net/wall and striking & fielding.

Territorial Games

Territorial games are those in which two teams compete within an area that offers possibilities for offensive and defensive play. The goal is to invade an opponent's territory to score. Scoring is achieved by projecting an object (e.g. a ball) to a specific target, shooting the ball to a target area accurately or moving the ball across an open-ended target (e.g. across a line).

Examples of games Territorial Games are:

- Basketball
- Handball
- Hockey
- Netball
- Rugby
- Soccer
- Ultimate Frisbee

Net/Wall Games

Net/wall games are those in which two players/teams compete within an area, often separated by a barrier such as a net, placed at a pre-determined height. The goal is to propel an object, usually a ball or a shuttle into space and scoring is achieved when an opponent is unable to make a successful return.

Examples of Net/Wall Games are:

- Badminton
- Pickle Ball
- Sepak Takraw
- Table – tennis
- Tennis
- Volleyball
- Squash

Striking & Fielding Games

Striking and fielding games are those in which two teams compete within an area that offers possibilities for offensive and defensive plays. The goal for the batting team is to strike an object, usually a ball so that it eludes defenders/fielders. Scoring is achieved when a batter makes a successful run round the bases. The goal for the fielding team is to prevent the batting team from scoring runs.

Examples of Striking & Fielding Games are:

- Rounders
- Tee-ball
- Cricket
- Softball

GAMES

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
Perform a variety of fundamental movements using correct techniques.	Demonstrate skills acquired in various modified games.	Demonstrate an understanding of concepts and skills acquired in various modified games.

CONTENT : For Primary 3 to Primary 6

Territorial Games	Net/Wall Games	Striking & Fielding Games
<p>Games:</p> <ul style="list-style-type: none"> • Basketball • Handball • Hockey • Netball • Rugby • Soccer • Ultimate Frisbee <p>Games concepts:</p> <ul style="list-style-type: none"> • Keeping possession of the ball • Scoring: Create shooting opportunity • Scoring: Attack the goal • Regaining possession of the ball • Prevent scoring: Deny shooting space <p>Games skills:</p> <ul style="list-style-type: none"> • Passing • Receiving • Travelling with the ball • Marking and intercepting • Tackling and challenging an opposing player in possession of the ball 	<p>Games:</p> <ul style="list-style-type: none"> • Badminton • Pickle Ball • Sepak Takraw • Table – tennis • Tennis • Volleyball <p>Games concepts:</p> <ul style="list-style-type: none"> • Creating space for attack • Winning a point • Defending space • Defending against an attack <p>Games skills:</p> <ul style="list-style-type: none"> • Service • Forehand strokes • Backhand strokes • Offensive strokes • Defensive strokes • Footwork • Volleying • Setting • Receiving 	<p>Games:</p> <ul style="list-style-type: none"> • Rounders • Tee-ball • Cricket • Softball <p>Games concepts:</p> <ul style="list-style-type: none"> • Getting on first base • Getting on bases beyond first base • Aiding runners to move to next base • Defending space • Defending bases <p>Games skills:</p> <ul style="list-style-type: none"> • Striking / hitting / bunting • Running • Catching • Throwing • Bowling / pitching • Stopping / keeping • Fielding

GAMES

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre- University 2/3
Acquire the knowledge and skills to play at least one game in each games category.	Acquire the knowledge and skills to play another three games from any games category.	Acquire the knowledge and skills to play another game and/or to refine and master acquired games skills.

CONTENT : For Secondary 1 to Pre-University

Territorial Games	Net/Wall Games	Striking & Fielding Games
<p>Games:</p> <ul style="list-style-type: none"> • Basketball • Handball • Hockey • Netball • Rugby • Soccer • Ultimate Frisbee <p>Games concepts:</p> <ul style="list-style-type: none"> • Reacting and responding to the opponents' play • Identifying situational problems pertinent to the game and creating possible solutions to overcome these problems • Decision-making (how, when & where) pertaining to the tactics / strategies involved in the game <p>Games skills:</p> <ul style="list-style-type: none"> • Passing • Receiving • Travelling with the ball • Marking and intercepting • Tackling and challenging an opposing player in possession of the ball 	<p>Games:</p> <ul style="list-style-type: none"> • Badminton • Pickle Ball • Sepak Takraw • Table – tennis • Tennis • Volleyball • Squash <p>Games concepts:</p> <ul style="list-style-type: none"> • Reacting and responding to the opponent's play • Identifying situational problems pertinent to the game and creating possible solutions to overcome these problems • Decision-making (how, when & where) pertaining to the tactics / strategies involved in the game <p>Games skills:</p> <ul style="list-style-type: none"> • Service • Forehand strokes • Backhand strokes • Offensive strokes • Defensive strokes • Footwork • Volleying • Setting • Receiving 	<p>Games:</p> <ul style="list-style-type: none"> • Rounders • Tee-ball • Cricket • Softball <p>Games concepts:</p> <ul style="list-style-type: none"> • Placement of the ball in the field • Covering Bases • Base Running • Decision-making (how, when & where) pertaining to the tactics / strategies involved in the game <p>Games skills:</p> <ul style="list-style-type: none"> • Striking / hitting / bunting • Running • Catching • Throwing • Bowling / pitching • Stopping / keeping • Fielding

HEALTH & FITNESS MANAGEMENT

Health & fitness management enables students to understand how aspects of physiological functions affect their physical well-being and hence the importance of regular physical activity. Students can then be motivated not only to perform physical activities during PE lessons, but also to adopt regular physical activity as part of their healthy lifestyles.

HEALTH & FITNESS MANAGEMENT

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
-	<ul style="list-style-type: none"> ❖ Demonstrate an understanding of the benefits of physical well-being. ❖ Select appropriate physical activities and perform them safely in order to maintain a healthy lifestyle. 	Demonstrate an understanding of the F.I.T.T principle and the principles to achieve health and fitness benefits.

CONTENT

For Primary 3 & 4

- Introduce National Physical Fitness Award (NAPFA) Test items and test procedures
- Safety practices during physical activity:
 - proper attire during PE lessons
 - be concerned with their own and others' safety in all activities
 - Lift, carry and place equipment safely
- Definition of a healthy lifestyle.
- Activities that increase heart rate during warm-up.
For example,
 - running
 - cycling
 - skipping
- Activities suitable for cool-down.
For example,
 - jogging
 - walking
- Safe stretching activities for warm-up and cool-down
For example,
 - Safe calf, quadriceps and hamstrings stretching techniques
- Examples of contra-indicative stretches that should be avoided
For example,
 - Bending at the waist with straight knees from a standing position in order to touch fingertips to toes.
- Rationale of having a warm-up session before physical activity and a cool-down session after it

For Primary 5 & 6

- Specific components of health-related fitness:
 - cardio-respiratory fitness
 - body composition
 - muscular strength
 - muscular endurance
 - flexibility
- F.I.T.T. Principle:
 - Frequency of exercise
 - Intensity of exercise
 - Time or Duration of exercise
 - Type of exercise
- Specific activities that help to improve the specific components of health-related fitness.
 - Running
 - Weight-training
- Application of F.I.T.T. principle to these activities

HEALTH & FITNESS MANAGEMENT

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre- University 2/3
Design a safe and appropriate general health and fitness programme to achieve a desired level of health and fitness based on the F.I.T.T. principle.	<ul style="list-style-type: none"> ❖ Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T. principle. ❖ Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition. 	<ul style="list-style-type: none"> ❖ Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T. principle. ❖ Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition.

CONTENT

For Secondary 1 & 2

- Framework for a general health and fitness programme:
 - Timeframe for programme
 - Level of fitness to be achieved
 - Specific activities that will help to improve the general level of fitness to the desired level
 - Application of F.I.T.T. to these activities
 - Organise all components into a programme ready for execution

For Secondary 3 & 4/5

- Framework for a specific fitness programme:
 - Timeframe for programme
 - Identify specific fitness needs, for example, to be a quicker rebounder in basketball, the basketballer will have to be more powerful, agile and shorten his reaction time
 - Identify specific activities that will improve the specific fitness component needed for faster rebounds, for example, weight training to increase maximum power
 - Application of F.I.T.T. to these principles
 - Put all factors together to form a programme ready for implementation
- Nutrition:
 - Types and sources of nutrients
 - Composition of a well-balanced diet
 - Caloric intake
- Recommendations for physical activity to maintain a healthy lifestyle for a sedentary person:
 - World Health Organisation (WHO) recommendations
 - Suitable types of physical activity for people of different age groups and the reasons behind it

For Pre-University 2/3

- Framework for a specific fitness programme:
 - Timeframe for programme
 - Identify personal fitness needs, for example, to improve cardiovascular endurance or muscular strength
 - Identify specific activities that will improve the specific fitness component
 - Application of F.I.T.T. to these activities
 - Put all factors together to form a programme ready for implementation

- Nutrition:
 - Caloric intake
 - Glycaemic index

- Range of possible lifetime physical activities, for example, jogging, swimming and cycling

ATHLETICS/TRACK & FIELD

Traditionally, the term “Track & Field” is used for the teaching of athletic events across all education levels. However, owing to its technicality, it is more suitable for students at the secondary level. Hence, the term “Athletics” has been introduced for the teaching of fundamental athletic movements at the primary level. A variety of interesting and stimulating activities should be used to motivate students to acquire the knowledge and skills to perform the fundamental athletic movements of throwing, jumping and running.

ATHLETICS

EXPECTED LEARNING OUTCOMES:

By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
-	-	Acquire the knowledge and skills to perform fundamental athletic movements of throwing, jumping and running.

CONTENT : For Primary 5 & 6

Fundamental Athletic Movements:

Running	Jumping	Throwing
<ul style="list-style-type: none"> • Sprints • Starts • Distance running <ul style="list-style-type: none"> - 800m - 1600m • Relay <ul style="list-style-type: none"> - Basics of baton passing (downswing pass) • Hurdling <ul style="list-style-type: none"> - Clearing over low obstacles - Leading with alternate leg 	<ul style="list-style-type: none"> • For distance <ul style="list-style-type: none"> - two-foot take off and landing - short run up before landing • For height 	<ul style="list-style-type: none"> • Vary the type of throws (e.g. overarm, underarm, chest throw etc) • Vary the type of objects thrown • Vary the level of throws (e.g. standing, kneeling, squatting, sitting etc)

TRACK & FIELD

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 2	By the end of Secondary 4/5	By the end of Pre- University 2/3
Acquire the knowledge and skills to perform at least two track and two field events.	Acquire the knowledge and skills to perform another track and another field event.	-

CONTENT : For Secondary 1 to 4/5 (unless otherwise stated)

Track Events

Sprints	Relays	Hurdles	Distance Running
<ul style="list-style-type: none"> • Body Position, Arm & Leg Action • Reaction : visual, audio • Acceleration • Starts - Elongated, Medium & Bunch Start • League Sprints (45m) 	<ul style="list-style-type: none"> • Body Position, Arm & Leg Action • Rules & Exchange Zone area • Positions of incoming and outgoing runners • Techniques – Downswing, Upswing 	<ul style="list-style-type: none"> • Body Position, Arm & Leg Action • Consistent strides between hurdles 	<ul style="list-style-type: none"> • 1600m • 2400m • Steeple Chase *

Field Events

Jumps	Throws
<ul style="list-style-type: none"> • Long Jump : Run Up, Take-off Foot, Flight & Landing : Techniques - Hang & / or Hitch kick • High Jump : Run Up, Take-off Foot, Flight & Landing : Technique - Straddle & / or Fosbury Flop • Triple Jump * : Run Up, Hop, Step, Jump, Flight & Landing 	<p>Safety Aspects to be taught for all throws</p> <ul style="list-style-type: none"> • Shot Putt : Handhold, Preparation / Standing Position, Putt - Release & Reverse Step : Techniques - Standing Throw, Glide & / or Rotary • Discus : Grip, Preparation / Standing Position, Wind up, Rotation, Release & reverse Step • Javelin * : Grips, Run-up, Preparation, Release & Reverse step : Techniques - Standing Throw, 3 - 5 Stride Run-up & Cross Over-step

* for Secondary 3 to Secondary 4/5 only.

SWIMMING

Swimming is an important survival skill, a healthy lifelong pursuit and the gateway to the world of aquatic activities. The content at the primary level is aimed at teaching beginners the basic survival skills and swimming skills for leisure use. The secondary and pre-university levels consist of similar knowledge, skills and endurance levels but at a more advanced level. Students should appreciate the importance of learning to swim well and the need to avoid endangering themselves and others in and around water.

SWIMMING

EXPECTED LEARNING OUTCOMES:

By the end of Primary 6

- ❖ Swim one recognised stroke
- ❖ Demonstrate confidence in water without buoyancy aids and
- ❖ Understand pool and water safety

CONTENT:

Recognised stroke

- Breaststroke
- Frontcrawl
- Backstroke
- Butterfly

Water Safety

- Principles of water safety to assess the nature; visibility and location of water hazards in a variety of conditions
- Learn and know the codes of hygiene and courtesy for using swimming pools
- Rules of behaviour in, on or near the water
- Emergency recognition

Water Confidence

- Slide-in entry
- Recover from a face-down float or glide to a standing or other secure position
- Recover from a back float or back glide to a standing or other secure position

Swimming/Basic Survival Techniques

- Swim at least 25 metres in a recognised stroke
- Swim at least 25 metres towards a buoyant aid without the use of swimming aids (e.g. ball or air-tight container)
- Float on the back for one minute using a buoyant aid to keep the face out of the water
- Kick ten metres to shallow water and climb out, holding a buoyant aid
- Grasp a rope thrown by a rescuer eight metres away and be pulled to a position of safety

Rescue Techniques

- Self-preservation in a rescue
- Reaching to rescue someone in difficulty in the water using a pole or stick; or two articles of clothing tied together
- Throwing a buoyant aid to a victim five metres away and instruct the victim to kick to the edge

SWIMMING

EXPECTED LEARNING OUTCOMES:

By the end of Secondary 4/5	By the end of Pre-University 3
<ul style="list-style-type: none"> ❖ Swim one recognised stroke ❖ Demonstrate at least two basic survival techniques 	<ul style="list-style-type: none"> ❖ Swim another recognised stroke ❖ Demonstrate at least two basic rescue techniques

CONTENT :

Recognised stroke

- Breaststroke
- Frontcrawl
- Backstroke
- Butterfly

Water Safety

- Principles of water safety to assess the nature; visibility and location of water hazards in a variety of conditions
- Learn and know the codes of hygiene and courtesy for using swimming pools
- Rules of behaviour in, on or near the water
- Emergency recognition

Water Confidence

- Step-in or straddle jump entry into deep water
- Recover from a face-down float or glide to a standing or other secure position
- Recover from a back float or back glide to a standing or other secure position

Swimming/Basic Survival Techniques

- Swim at least 50 metres in any recognised stroke for secondary level and two recognised strokes for Pre-U level
- Floating
- Treading water
- Using clothes as floats
- Scull; float or tread water for one minute using as little movement as possible. Then swim for two minutes using a buoyant aid which has been thrown to the candidate
- Head first surface dive; swim underwater and recover an object in water of one and a half metres to two metres depth

Rescue Techniques

- Using a rigid aid; pull a victim to safety
- Throw a buoyant aid to a victim five metres away and instruct the victim to kick to the edge

OTHER PHYSICAL ACTIVITIES

Outdoor activities can be included in the PE programme as a means to attain the expected learning outcomes. For example, rock-climbing can be used to develop muscular strength. This would help students to select suitable activities when planning an appropriate health and fitness programme. These activities could be conducted during PE lessons or outside of PE lessons. However, these activities must be conducted by qualified teachers or instructors owing to safety considerations.

Some examples of such outdoor activities are listed below.

<p>Orienteering</p> <ul style="list-style-type: none"> • Map reading • Use of compass • Choose a route • Pacing • Types of Orienteering – Star, Score, Relay and Cross-Country <p>Rock-climbing</p> <ul style="list-style-type: none"> • Safety & Ethics <ul style="list-style-type: none"> - Use and care of equipment - Climbing calls - Climbing techniques - Belaying techniques • Types <ul style="list-style-type: none"> - Traversing / Bouldering - Top rope climbing - Lead climbing - Speed climbing • Abseiling/Rappelling <ul style="list-style-type: none"> - Safety - Equipment - Methods <p>Risk Assessment & Management Systems (RAMS)</p>	<p>Water Activities</p> <ul style="list-style-type: none"> • Types: <ul style="list-style-type: none"> - Canoeing - Dragon Boating - Rafting - Sailing - Surfing - Kayaking • Safety Considerations • Use and care of equipment
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ASSESSMENT

Assessment is an important means of providing teachers with feedback on the effectiveness of teaching and learning. The feedback could be used to determine what students know and can do in order to review the suitability of physical activities in the PE programme. The diverse nature of skills identified in this syllabus calls for a variety of appropriate assessment approaches to be used. The following are some suggested modes of assessment that could be used to assess the learning outcomes in PE.

1) **Skills Performance**

Skills performance can be measured in terms of time, distance, accuracy, force, or form. It is necessary to think through the movement sequence of the skill and devise the most appropriate way to measure it. The elements in each component of a skill are identified and listed, and an identifying mark is made next to each element on the list to indicate proper or improper execution.

2) **Checklists**

The checklist includes all of the steps for a test or a list of essential / desirable behaviours or characteristics and a way to indicate whether they are present. The behaviour is simply recorded as present or absent.

3) **Rubrics**

Rubrics consider all descriptors simultaneously while evaluating students' work. The rubrics set out the criteria for assessment and provide descriptors for different performance levels that students can achieve. The descriptors provide the qualitative feedback on how well students have performed and what they can do to improve. As the expectations are made clear to students, the rubrics can also be used for self-assessment. They then become learning tools for students to reflect on their performance and articulate what they have learnt; thus increasing their awareness of their areas of strength and areas for improvement.

4) **Portfolios**

Portfolio assessment offers a visual presentation of a student's abilities, strengths, and areas of improvement. Students exhibit samples of their work or performance data in a collection of artefacts that show effort, progress, or achievement over a certain time period. For example, students could put their plans for improving their muscular strength and endurance in writing, along with their test scores. Students must also be involved in selecting and judging the quality of their own work, including self-reflection. Teachers need to facilitate, guide, and offer choices rather than inform, direct, and predetermine priorities.

DESCRIPTORS FOR OVERALL GRADE IN PE

Grade	Description
A	Has a very good knowledge and skills in a variety of physical activities and consistently demonstrates positive personal/social traits.
B	Has adequate knowledge and skills in a variety of physical activities and consistently demonstrates positive personal/social traits.
C	Has some knowledge and skills in a variety of physical activities and consistently demonstrates positive personal/social traits.
S	Exempted under special or medical reasons.

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Please check with the Singapore Sports Council Library for a list of videos on the teaching of sports and games.

ACKNOWLEDGEMENTS

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