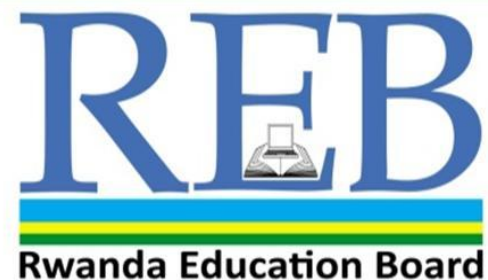


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



UPPER PRIMARY PHYSICAL EDUCATION AND SPORTS SYLLABUS

(Primary 4, 5&6)

DIGNITY AND NATIONAL IDENTITY

Kigali, 2015

UPPER PRIMARY LEVEL PHYSICAL EDUCATION AND SPORTS SYLLABUS

Kigali, 2015

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FOREWORD

The Rwanda Education Board is honoured to provide syllabuses which serve as official documents and guide to competency based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools. The Rwandan education philosophy is to ensure that young people, at every level of education, achieve their full potential in terms of relevant knowledge, skills, and appropriate attitudes that help them to integrate well into society and to take advantage of employment opportunities.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of aligning syllabuses and teaching, learning, and assessment approaches in order to ensure that the educational system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn, and the competencies they acquire. Among such factors are: the relevance of the syllabus, the quality of teachers' pedagogical approaches, assessment strategies, and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the job market have necessitated the shift to a competency based syllabus. With the help of teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and the ability to apply what they have learned in real life situations. Hence, they will make a difference not only in their own lives, but also in the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly Rwanda Education Board (REB) and its staff who organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution is welcomed for the improvement of this syllabus.

GASANA I. Janvier

Director General REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of different education stakeholders and the financial support from different donors. I express my deep gratitude to all of you.

I would first like to express thanks to the Rwanda Ministry of Education leadership who supervised the curriculum review process and the Rwanda Education Board staff who were involved in the conception and syllabus writing. I wish to extend my appreciation to subject teachers and lecturers who provided valuable input.

We also value the contribution of other education partner organisations such as CNLG, AEGIS Trust, Itorero ry'Igihugu, Center for Gender Studies, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and the local and international consultants. Their respective initiative, co-operation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background of curriculum review

The rationale for revising the upper primary Physical Education and Sports (PES) syllabus is to ensure that the syllabus is responsive to the needs of learners and that teaching shifts from knowledge based learning to competency based learning. This new syllabus provides learners the opportunity to acquire the knowledge and skills of regularly and safely engaging in physical activities and to develop the competences and attitudes for attaining and maintaining a healthy and active lifestyle. It also helps learners develop and refine locomotor, non-locomotor, and manipulative movement skills by engaging learners in a variety of physical activities.

The PES syllabus helps learners to develop positive interpersonal behaviours through active involvement in a variety of physical activities in all categories. In this syllabus, learners learn the importance of adhering to safety guidelines and practices for all forms of physical activity. It also helps learners develop respect for self and others as they learn and practise cooperation, fair play, and leadership.

1.2 Rationale of teaching and learning PES

1.2.1. PES and society

People of all ages can benefit from physical activity. Individuals can improve their health by engaging in moderate amounts of physical activity on a regular basis. Regular participation in physical activities establishes lifelong habits that are key to maintaining a healthy lifestyle and reducing the risk of cardiovascular diseases and obesity. Greater health benefits can be achieved by increasing the amount

of physical activity and changing the duration, frequency, or intensity of engagement. Moreover, PES events can be used to enhance domestic and international relations, resolve conflict, and assist with reconciliation and peace keeping efforts.

1.2.2. PES and learners

This syllabus helps develop learners' physical competence and confidence, while enhancing their ability to perform a range of physical activities and take part in sports and games. In addition to understanding the body, PES provides opportunities for learners to be creative, particularly in addressing different challenges as individuals or as part of a group. PES helps learners to plan, execute, and evaluate actions and improve the effectiveness of the activity performed.

Through this process, learners discover their aptitudes, abilities, and preferences, and how to make healthy lifestyle choices. It also promotes self-improvement, participation, and cooperation, rather than emphasizing winning and losing.

Learners with special needs should experience the enjoyment of participating in PES and feel comfortable and not discriminated against throughout this course. It is important that teachers encourage learners participate fully in the activities and that teachers follow up on their progress throughout various stages of the lessons.

1.2.3 Difference between physical education and sports

Physical education and sports, although closely linked, are not synonymous. Sports involve engaging in organised physical activity and require one to compete against others or oneself/environment with the goal of outperforming the other. It begins in plays and develops through games and challenges. Physical education involves developing learners' capacities holistically. It stresses not only developing their physical, emotional, and social capacities, but understanding the body and acquiring the knowledge and skills to lead a healthy and active life.

Goal-setting within the curriculum focuses on individual improvement and not on winning or being the best.

1.2.4.PES and other areas of the curriculum

PES has many objectives that are also developed as learners engage in other subjects, such as English, geography, biology, music, mathematics, etc. In turn, PES also helps enrich one's learning in these other subjects. For example, when discussing the rules of a game or the development of a gymnastic sequence, learners are using thinking processes that are similar to understanding maths sets and orders of operation. In the same example, learners are practicing their communications and language skills.

Whether in providing instructions for a physical activity or rules of a sport, learners learn to express themselves clearly. On the part of the teacher, in asking a question, directing an action, explaining a concept, suggesting an ideal, prompting a learner to act, they stimulate learners to think quickly and on their feet. In turn, the learner is encouraged to respond by describing, discussing, speculating, explaining, expressing ideas, and reactions.

Language plays an important role in helping learners to gain access and retrieve information about physical activities. Teachers should spend adequate time planning their lesson plans to ensure instruction is clear.

1.2.5. Competencies

A competence is defined as ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a particular task successfully.

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted on a yearly basis and in each of the learning units. Certain generic competencies are emphasized and reflected in the learning process are briefly described below. Teachers are to ensure that learners are exposed to tasks that help learners acquire these skills.

Generic competencies

- Critical and problem solving skills: To help learners think imaginatively, innovatively, and holistically in evaluating and finding solutions to problems they encounter.
- Creativity and innovation: To help learners take initiative and use their imagination to generate new ideas and construct new concepts.
- Research: To help learners find answers to questions based on evidence and facts and explain phenomena from the information gathered.
- Communication in official languages: To help learners effectively communicate their findings through explanations, arguments, and drawing relevant conclusions. Teachers, irrespective of whether they are language instructors, will ensure learners use the language of instruction properly. This will help learners communicate more effectively in written and spoken language and to do so in proper English and/or Kinyarwanda.
- Cooperation, interpersonal management, and life skills: To encourage learners to participate in cooperative learning groups. This will enhance learners' ability to collaborate with others as a team and to practice positive ethical moral values and respect for the rights, feelings, and views of others.
- Lifelong learning: To help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad PES competencies to be acquired at the end of Upper Primary levels

By the end of Upper Primary education, learners should be able to:

- Perform and refine basic techniques in gymnastics activities.
- Perform different exercises of developing circulatory and respiratory systems.
- Design and perform movements and dance sequences that combine a range of movements.
- Extend and apply basic techniques of different sports (individual and collective) in different game situations.
- Perform a variety of motor skills involving a range of games and sports.
- Apply skills to participate in competitive sports and traditional games, while employing advanced defensive and offensive strategies.

PES and developing competencies and skills

In PES, learners develop the following competences and skills:

- Deep understanding of a broad range of concepts.
- High level thinking such as problem-solving and creative and critical thinking.
- Effective social and cooperation skills.
- Competitive skills.
- Strong sense of cultural identity and belonging.
- Strong sense of contributing to society.
- Desirable social and cognitive skills for employment.

PES contributes to all of the generic competences. Success in team sports depends upon effective communication and cooperation to ensure that the team is greater than the sum of its parts. Learners need to think critically about their own and other people's work and performances, and they need to be creative in developing solutions to challenges. The problem of how to improve health, fitness, and skills and hence to perform better requires considerable strength in problem-solving.

2. PEDAGOGICAL APPROACH

Appropriate instruction in PES incorporates best practices derived from both research and experiences in teaching students. This PES syllabus provides appropriate practices in designing, implementing, and evaluating PES programs. The following approaches are used:

- **Direct-teaching approach:** The direct-teaching approach entails the teacher providing verbal instructions or providing a direct demonstration of the action/activity to learners. The teacher later observes the learner's performance and progress. This approach entails the teacher making all, or most of, the decisions concerning the content of the lesson and the learner responding to instructions. It allows learners to practice skills within a game situation where the teacher decides on the nature of the practice, the time allocated for the action/activity, and the number of repetitions.
- **Guided-discovery approach:** The guided-discovery approach entails the teacher designing a series of physical exercises that will eventually lead to one or more appropriate competences and ultimately the discovery of a particular concept or solution. This approach offers learners the opportunity to make decisions, solve problems, or take initiative. The use of this approach promotes discussion among learners and enhances the learner's capacity to evaluate.

2.1. Role of the learner

Learners should be involved in a wide range of physical activities including gymnastics, cardiovascular activities, sports, and games. Learners should strive to enhance their performance and develop and evaluate their own movements, strategies, and tactics. They should be introduced to a range of independent and group activities, sports, and games such as aerobics, football, netball, basketball, handball, goal ball and volleyball.

2.2. Role of the teacher

As a teacher of PES, the teacher should:

- Act as a facilitator in helping learners develop a positive self-image and a sense of fair play and cooperation with others.
- Identify the needs of learners assigning exercises that cater to their level and abilities.
- Organise learners in the teaching area, providing appropriate materials, and demonstrating how to handle equipment and the activity or exercise should be carried out.
- Ensure that the learner experiences a variety of vigorous and challenging activities.
- Foster a stimulating and secure environment in which learners can be creative and imaginative.
- Ensure the safety of learners in the classroom and promote the adoption of safe practices outside the classroom.
- Evaluate and assess the progress of learners.

2.3 Special needs education and inclusive approach

Learners with special needs should experience the enjoyment of PES. They should feel comfortable and not discriminated against in participating in physical activities. It is important that teachers encourage their maximum participation and monitor their progress in PES according to learners' level and abilities.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of each individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching/learning processes. In the new competence based curriculum, assessment must also be competence based whereby the focus is on what learners are able to do rather than on their knowledge. For example, a learner is given a complex situation related to their everyday experiences and he/she is evaluated based on his/her ability to overcome that situation applying the knowledge and skills he/she has learned. In PES assessment will mainly be school-based.

3.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner.

Throughout PES teachers continuously design a variety of physical exercises for the learners to engage in. Some exercises will be designed to provide opportunities to practise skills, some will be designed to encourage creativity, to gather knowledge of activities and simultaneously their responses indicate their progress in PES.

Observation is the most useful and most consistently used form of assessment in PES. It involves the informal monitoring of learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher observation might focus on the responses the learner makes when a task is set, the responses the learner makes to the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work, the understanding displayed by the learner when engaged in activity.

Teacher observation as a form of assessment is particularly appropriate for PES, as assessment is best undertaken as the learners are engaged in activities. Some of the learning behaviour of the learner can be observed to plan follow-up activities: for example, how the learner uses a piece of apparatus may guide the teacher on helping him/her use it or other apparatus more effectively in subsequent lessons. It is useful to record these observations.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress towards unit competences and to advice accordingly.

As learners undertake physical exercises, teachers are required to assess and record learners' progress using indicators. These indicators are related to the following aspects:

- The attitude of the learner to participate in activities as indicated by:
 - Acceptance of winning or losing.
 - Understanding and adherence to fair play.
 - Appropriateness of dress for PES lessons.
 - Effort displayed by the learner.
 - Application of safe practices.
- The learner's achievement related to the elements of PES as indicated by:
 - Physical capabilities.
 - Knowledge and understanding of activities.
 - Creative and aesthetic development.
 - Understanding health-related fitness.

3.3. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share where students are doing well and where they need to improve. A simple scale of (a) Meeting expectations very well, (b) Meeting expectations, and (c) Not meeting expectations – to be applied to knowledge/understanding, subject skills, and competencies in a subject – will convey more than a single mark.

4. RESOURCES

4.1. Equipment

The ratio of equipment to each learner is an important consideration. Where possible, for game lessons, each learner should have access to appropriate equipment and material. For example, for throwing and catching practices, each learner or pair of learners should have a ball or throwing objects such as a javelin, discus, or shot put.

Some aspects of the athletics programme require little or no equipment, but to provide a comprehensive programme certain basic equipment is necessary: plastic hoops, canes, skipping ropes, beanbags, wire skittles, foam hurdles plastic cones, multi markers or space markers, braids (fibers or ribbon), plastic racquets, plastic or alloy relay batons, plastic, ball-carrying nets, chalk, tape, and stop-watch.

Other useful PES equipment includes:

- An audio system for playing a selection of music.
- Gymnastic mats.
- Portable fixed climbing frames with attachment.
- Balance benches.
- Bar boxes or movement tables.

B.N. Schools with limited facilities or that lack adequate indoor and outdoor spaces, should consider the following:

- Using classrooms, corridors and school grounds for organizing exercises.
- Delineating space on the playground for athletic activities and small-sided games.
- Using local facilities such as community centres, parish halls, youth clubs, etc.
- Working with other primary or secondary level schools to share facilities or space.
- Allocating more time to PES activities when the weather is good.

- Visiting an outdoor education centre that provides facilities for worthwhile activities.

The following is suggested for outdoor individual/collective activities:

- Provision of a variety of equipment by schools for use by class groups.
- Participating in wall-climbing exercises.
- Constructing adventure trails within school grounds using benches, mats, climbing-frames, etc.
- Teachers should encourage learners to make their own traditional materials like karere (a locally made ball) etc.

4.2. Human resources

Teachers teaching PES should be qualified PES teachers with considerable knowledge of the human anatomy and understanding of other linked subjects such as psychology and biology. Teachers should be able to accurately correct and direct learners who are not performing movements correctly or well.

5. SYLLABUS UNITS

5.1. Presentation and structure of the syllabus units

In Upper Primary education, PES is a core subject. At every grade level, the syllabus is structured with topic areas and where applicable, sub-topic areas. These topic areas are broken down into units.

Each unit has the following elements:

- Number of lessons per unit.
- A key competency which guides learning activities and is the focus of the unit.
- Each key competency is broken into three types of learning objectives:
 - Type I: Learning objectives related to knowledge and understanding. Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS.
 - Type II and Type III: Learning objectives related to the acquisition and development of skills, attitudes and values. Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS. These Learning Objectives are the target of this revised History syllabus.
- Content which indicates the scope of teaching a teacher should cover and a learner should learn, both of which are in line with stated learning objectives.
- Learning activities that are expected to interactively engage learners through a learner-centered and participatory approach.
- Links to other subjects, assessment criteria, and materials (or resources) needed to carry out teaching and learning activities.

At this level, the syllabus is arranged in such a way that from Primary 4 to Primary 6, learners are provided with physical exercises related to two topic areas:

- Movement and gymnastics.
- Independent and group sports and games.
- Health and well-being through games.

5.1. Senior 1 syllabus units

5.1.1. Key competences by the end of Primary4

By the end of Primary 4 (P4), a student of PES should be able to:

- Perform basic techniques in gymnastics activities.
- Perform a range of actions and movements with consistency, fluidity, and clarity of movements.
- Apply basic techniques in games requiring kicking, dodging, catching, passing, throwing, shooting, and jumping.
- Apply skills acquired to participate in basic competitions as individual or in teams.
- Protect oneself and others against HIV/AIDS through games and sports.

5.2.2. Primary 4 unit contents

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
|---|---|---|--|--|
| P.4 Physical education and sports | | Unit 1: Motor control. | | No. of lessons:4 |
| Key unit competency: Perform a range of aerobic warm-up exercises and develop basic techniques in gymnastics. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the importance of physical exercise for circulatory and respiratory systems. - Extend basic techniques in gymnastic activities. - Identify different gymnastic equipment. | <ul style="list-style-type: none"> - Perform different aerobic exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment appropriately. - Take account of one's own safety and that of others during gymnastics. - Coordination. - Flexibility. - Balance. - Agility. | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Appreciate the importance of physical activities to health. - Respect of instructions. | <ul style="list-style-type: none"> - Aerobic warm up exercises. - Develop various gymnastic exercises alone and with others including jumping. - Using basic gymnastic equipment for climbing: vaults and balance. - Exercises on prolonged inspiration, expiration, and relaxation of muscles in general. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for aerobic exercises and for warm-up. - Perform aerobic exercises with increasing independence. - Carry out different jumping exercises. - Perform exercises of rotation of different parts of the body: neck, shoulders, knees, vertebral column. - Demonstrate safe use of different gymnastics equipment. - Evaluation of one's and others' performance. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to independently carry out warm up exercises and basic techniques of gymnastics.</i> | | | | |
| Materials: <i>Mats, carpets, playground, whistles, stop watches, balls, bench, other gymnastic equipment.</i> | | | | |

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
|--|---|---|--|---|
| P.4 Physical education and sports | | Unit 2: Body control and balance. | | No. of lessons:3 |
| Key unit competency: Perform a range of actions and movements with consistency, fluidity, and clarity of movement. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the importance of physical exercises for circulatory and respiratory systems. - State the basic techniques in gymnastic activities. - Differentiate gymnastic between equipment. | <ul style="list-style-type: none"> - Perform different aerobic exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment appropriately. - Take account of one's own safety and that of others during gymnastics. - Coordination. - Flexibility. - Balance. - Agility. | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Appreciate the importance of physical activities to health. - Respect of instructions. | <ul style="list-style-type: none"> - Exercises and games which develop intelligence, cooperation, social respect, and emotional control. - Different types of formations and hand-eye coordination. - Playing in teams. - Adhering to the rules. - Exercises and games that develop patience and happiness. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises for forming lines, circles, semi circles, staggered rows, slight jumping, spring positions, and relay games with speed. - Form groups and participate in games and competitions which require adhering to results. - Evaluate each other's performance. |
| Links to other subject: <i>Health in Science, rhythm in Creative Arts, senses in SET.</i> | | | | |
| Assessment criterion: <i>Able to perform a range of actions and movement with consistency, fluidity, and clarify of movement.</i> | | | | |
| Materials: <i>Mats, carpets, playground, rooms, whistles, stop watches, balls, cones, ropes, narrow band.</i> | | | | |

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|---|--|---|---|--|
| TOPIC AREA: GYMNASTICS AND SPORTS | | SUB TOPIC AREA: Individual sports | | |
| P.4 Physical education and sports | | Unit 3: Gymnastics. | | No. of lessons: 2 |
| Key unit competency: Perform floor exercises or use exercising machines. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State types of rolling and its importance to the body. - Explain the importance of physical exercises for circulatory and respiratory systems. - Show the basic techniques in gymnastic activities. - Distinguish between different gymnastic equipment. | <ul style="list-style-type: none"> - Perform different aerobic exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment appropriately. - Take account of one's own safety and that of others during gymnastics. - Coordination. - Balance. - Flexibility. - Agility. - Endurance. - Precision. - Creativity. - Endurance. | <ul style="list-style-type: none"> - Fair play. - Appreciate the importance of gymnastic to health. - Respect for instructions. - Enjoy playing basketball using technical-tactics. - Appreciate the importance of cooperation and communication in team activities. | <ul style="list-style-type: none"> - Exercises of rolling forward and backwards from different departure positions. - Exercises of using basic gymnastic equipment. - Prolonged aerobic exercises. - Safe play. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises to develop suppleness. Focus on rolling forward and backward. - Demonstrate the safe use of different gymnastic equipment. - Use equipment safely. |
| Links to other subject: <i>Health in Science, rhythm in Creative Arts, senses in SET.</i> | | | | |
| Assessment criterion: <i>Able to perform basic exercises of rolling safely.</i> | | | | |
| Materials: <i>Mats, carpets, playground, rooms, whistles, stop watches, balls, cones.</i> | | | | |

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|---|--|--|--|---|
| TOPIC AREA: SPORTS AND GAMES | | | SUB TOPIC AREA: Individual sports | |
| P.4 Physical education and sports | | | Unit 4: Athletics. | No. of lessons: 9 |
| Key unit competency: Use basic techniques in running, jumping, and throwing with speed, resistance, and endurance. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recognise different types of athletic activities. - Explain the importance of athletics for his/her body. - State the reasons of athletic movements in the society. | <ul style="list-style-type: none"> - Apply athletic movement to improve agility and flexibility in daily life. - Create individual athletic movements. - Evaluate his/her performance in athletics. - Develop body coordination. - Describe how athleticism can be done in a safe, varied, effective, and enjoyable way. - React to signals on time. | <ul style="list-style-type: none"> - Respect of instructions. - Appreciate the importance of cooperation and communication in team activities. - Fair play. - Self-confidence. - Leadership. - Enjoy athletic exercises. | <ul style="list-style-type: none"> - Exercises of jumping with legs and arms open, jumping forward, jumping backward, jumping left, jumping right, jumping with knees touching the chest. - Exercises of running. - Running 70 to 100 meters at top speed. - Running nonstop for 5 to 8 minutes. - Exercises of throwing balls with two hands while bending and legs opened, and throwing sharp pointed sticks to a fixed target. - Develop body coordination. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform jumping exercises: Jump with legs and arms open, jump forward, jump backward, jump left, jump right, jump with knees touching the chest. - Exercises of running various distances, with various intensities, and periods of time. - Perform running exercises of 70 to 100 meters at top speed. - Run nonstop for 5 to 8 minutes. - Perform exercises of throwing balls in different positions. - Perform throwing exercises balls with two hands while bending and legs opened. - Perform throwing sharp pointed sticks to a fixed target. |

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|--|--|--|--|---|
| | | | | - Demonstrate the safe use of different gymnastics equipment, while evaluating one's own and others' performance. |
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Links to other subject: *Biology (fitness in health).*

Assessment criterion: *Able to run, jump, and throw with speed, resistance, and endurance.*

Materials: *Playground, rooms, whistles, stop watches, balls, ropes, sticks.*

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|--|--|--|---|---|
| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.4 Physical education and sports | | Unit 5: Football. | | No. of lessons:5 |
| Key unit competency: Kick, pass, control, block, and stop a football in accordance to the basic rules of football. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of football techniques and tactics and understand their importance. - State the reasons of playing football at individual, community, and national level. - Explain rules and their importance. - Discuss the characteristics of good team leader. | <ul style="list-style-type: none"> - Create individual techniques and tactics while playing football. - Demonstrate techniques and tactics to improve his/her performance in football. - Use rules of football in the game situation. - Develop body coordination. - Evaluate his/her performance level in football. - Describe how football can be done in a safe, varied, effective, and enjoyable way. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation and communication in team. - Peace and fair play. - Self-confidence. - Team work. - Team spirit. - Enjoy in playing football using techniques and tactics. | <ul style="list-style-type: none"> - Exercises of basic football techniques for playing in team: kicking, controlling, blocking and stopping the ball. - Exercises of basic football tactics for playing in team: shooting, pass attack, defending a team, stopping the ball with foot, dodging the ball, and kicking the ball oriented to the partner. - Exercises to develop body coordination. - Evaluate his/her performance level in football. - Safe play. | <ul style="list-style-type: none"> - Respond to the teacher's instructions and practices. - Techniques and tactics of football. - Perform techniques for playing in teams. Focus on: kicking, controlling, blocking and stopping the ball. - Perform tactics for playing in team. Focus on: shooting, pass attacking, defending a team, stopping the ball with foot, dodging the ball, and kicking the ball oriented to the partner. - Evaluating own and others' performance. |
| Links to other subject: <i>Health in Sciences.</i> | | | | |
| Assessment criterion: <i>Able to kick, dodge, pass, control, block and stop the ball in football, following basic rules.</i> | | | | |
| Materials: <i>Playground, balls, stop watches, whistle, cones, narrow band, chasubles.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.4 Physical education and sports | | Unit 6: Volleyball. | | No. of lessons: 4 |
| Key unit competency: Receive and pass the ball using basic technical skills and rules. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of netball techniques and tactics and understand their importance. - State the reasons of playing volleyball at individual, community, and national level. - Distinguish between different volleyball equipment. - Demonstrate the basic techniques and tactics of volleyball. | <ul style="list-style-type: none"> - Apply technics and tactics to improve performance in volleyball. - Create individual techniques and tactics in game situations. - Use volleyball equipment appropriately. - Evaluate his/her performance in volleyball. - Develop body coordination. - Describe how volleyball can be done in a safe, varied, effective, and enjoyable way. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Fair play. - Self-confidence. - Team work. - Team spirit. - Enjoy playing volleyball using techniques and tactics. | <ul style="list-style-type: none"> - Technical tactics and rules in volleyball. - Basic volleyball rules. - Exercises of passing, setting, blocking, and serving the ball using volleyball basic techniques. - Develop body coordination. - Evaluate his/her performance level in volleyball. - Using basic volleyball equipment. - Safe play. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Apply basic rules of volleyball and reasons for them. - Perform exercises of passing setting, blocking, and serving the ball. - Evaluating one's own and others' performance. - Use/demonstrate safe use of different volleyball equipment. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to receive and pass the ball using basic technical skills and rules.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, sticks, cones, chasuble.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | | SUB TOPIC AREA: Collective sports | |
| P.4 Physical education and sports | | | Unit 7: Basketball. | No. of lessons: 4 |
| Key unit competency: Receive, hold, and pass the ball using technical skills and following basic rules. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of basketball techniques and understand their importance. - Explain the importance of playing basketball. - State the reasons of playing basketball at individual, community, and national level. - Explain rules and their importance. | <ul style="list-style-type: none"> - Apply basic techniques of playing basketball. - Use creativity during the game situation. - Differentiate basic techniques of basketball from other disciplines. - Develop body coordination. - Evaluate his/her performance level in basketball. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Respect of instructions. - Appreciate the importance of cooperation and communication in team activities. - Team spirit. - Enjoy playing basketball using techniques. | <ul style="list-style-type: none"> - Basic techniques of basketball. - Individual techniques. - Receiving, holding, passing, dribbling, and shooting the ball. - Ten consecutive passes without the other team touching the ball. - Static and zigzag dribbling. - Shooting the ball on target. - Develop body coordination. - Evaluate his/her performance level in basketball. - Safe play. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises focusing on: receiving, holding, passing, dribbling and shooting the ball. - Perform passing exercises. - Perform ten consecutive passes without the other team touching the ball - Static dribbling and zigzag dribbling. - Shooting the ball on target. - Perform exercises of shooting: - Evaluate each other's performance. - Use rules in short games. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to receive, hold, and pass the ball using technical skills and following basic rules.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, sticks, cones, chasuble.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.4 Physical education and sports | | Unit 8: Handball. | | No. of lessons: 4 |
| Key unit competency: Receive, pass, and throw the ball, using these techniques in a game situation. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of handball techniques and their importance. - Explain the importance of playing handball. - State the reasons of playing handball at individual, community, and national level. - Explain rules and their importance in the game situations. | <ul style="list-style-type: none"> - Apply basic techniques of playing handball. - Use creativity during the game situation. - Differentiate basic techniques of handball from other disciplines. - Develop body coordination. - Evaluate his/her performance level in handball. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Respect of instructions. - Appreciate the importance of cooperation and communication in team activities. - Team work. - Team spirit. - Enjoy in playing handball using techniques. | <ul style="list-style-type: none"> - Basic techniques of playing handball. - Exercises of receiving, passing and throwing the ball. - Exercises of developing coordination. - Safe play in a short game. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises focused on: receiving, passing and throwing the ball in groups. - Perform exercises of passing the ball in a triangle. - Pass the ball and go. - Pass the ball and follow. - Perform exercises of throwing, dribbling, bouncing, and goalkeeping. |
| Links to other subject: <i>Health in Sciences, anatomy in Biology.</i> | | | | |
| Assessment criterion: <i>Able to use receive, pass, and throw the ball and use these techniques in a game situation.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, sticks, cones, narrow band, chasuble.</i> | | | | |

| TOPIC AREA: HEALTH AND WELLBEING | | SUB TOPIC AREA: Disease prevention | | |
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| P.4 Physical education and sports | | Unit 9: Transmitted diseases. | | No. of lessons: 1 |
| Key unit competency: Protect oneself against HIV/AIDS through games and sports. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the ways of HIV transmission. - Explain the negative impact of HIV/AIDS on the human body. - Identify the ways a person can become infected with HIV. - State ways of preventing HIV and reduce risks of infection. - Recall the importance of physical activities and sports in the prevention of HIV/AIDS. | <ul style="list-style-type: none"> - Apply knowledge through games and sports to prevent the spread of HIV/AIDS. - Describe the different ways of HIV/AIDS transmission. - Create games showing how HIV/AIDS is transmitted and prevented. | <ul style="list-style-type: none"> - Appreciate the importance of games and sports in HIV/AIDS prevention. - Adopt new behaviours to prevent against HIV. - Take care to reduce risk of HIV contamination. | <ul style="list-style-type: none"> - HIV/AIDS and prevention. - General knowledge of HIV/AIDS prevention and its negative impact on health. <ul style="list-style-type: none"> ○ Don't Trust Your Eyes. ○ HIV Infection Protection. ○ Circle of Protection. ○ HIV and AIDS role play. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform games which increase knowledge about HIV/AIDS <ul style="list-style-type: none"> ○ Don't Trust Your Eyes. ○ HIV Infection Protection. ○ Circle of Protection. ○ HIV and AIDS role play. - Perform games which help to know the transmission and preventive modes of HIV/AIDS. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to protect oneself against HIV/AIDS through games and sports.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, sticks, cones, narrow band, chasuble.</i> | | | | |

5.3. Primary 5 syllabus units

5.3.1 Key competences by end of Primary 5

By the end of Primary 5 (P5), a student of PES should be able to:

- Refine technics in a range of gymnastic activities.
- Perform various exercises focused on exercising different body parts.
- Design and perform movement and dance sequences that combine a range of movements.
- Perform a variety of motor skills involving a range of games and sports like football, handball, basketball, volleyball, and athletics.
- Participate as a part of team in group competitions to refine performances in various games.
- Be accountable for one's own and others' safety in physical activities.

5.3.2. Primary 5 unit contents

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
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| P.5 Physical education and sports | | Unit 1: Motor control. | | No. of lessons:5 |
| Key unit competency: Perform a range of exercises that focus on using circulatory and respiratory systems and develop basic techniques in gymnastics. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the importance of physical exercises for circulatory and respiratory systems. - State the basic techniques in gymnastic activities. - Identify different gymnastic equipment. | <ul style="list-style-type: none"> - Perform different jumping exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment. - Take account of one's own and others' safety during gymnastic exercises. - Flexibility. - Agility. - Coordination. | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Appreciate the importance of physical activities to health. - Respect of regulation. - Balance. | <ul style="list-style-type: none"> - Basic physical education in general learner development. - Exercises and games which develop the body and strengthen the muscles of the body. - Jumping. - Walking slowly taking short steps. - Exercises using basic gymnastic equipment appropriately. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of: bending arms, legs, and trunk in various positions; wheel barrow practices; and duck fight. - Perform jumping exercises while legs and arms are opened and simultaneously touch the toes. - Jump with both feet two steps forward, two steps backwards, and two steps each side. - Do forward squat jumps. - Walk on a rope. - Demonstrate the safe use of different gymnastic equipment. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to perform a range of exercises that focus on using circulatory and respiratory systems and develop basic techniques in gymnastics.</i> | | | | |
| Materials: <i>Mats, carpets, playground, rooms, whistles, stop watches, balls, benches.</i> | | | | |

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
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| P.5 Physical education and sports | | Unit 2: Body control and balance. | | No. of lessons:2 |
| Key unit competency: Design and perform movement and dance sequences that combine a range of movements. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recognise the importance of combining movement ranges with dance. - Design movement and dance sequences to develop body control and balance. | <ul style="list-style-type: none"> - Perform different types of formations. - Take account of one's own safety and that of others during gymnastics. - Coordination. - Evaluation of one's own and others' performance. - Agility. - Coordination. - Flexibility. | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Appreciate the importance of physical activities to health. - Cooperation. - Enjoy the ability to move with increasing control. - Respect of instructions. - Balance. | <ul style="list-style-type: none"> - Basic physical education in learner development. - Exercises and games that develop mental strength, coordination, intuition, perception, muscle memory, ease of exercising. - Different exercises and game requiring learners to play in teams. - Cooperation and importance of exercises and games. - Exercises and games that develop emotion intelligence. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of rotating and sitting while hands are set forward or back. - Perform balance and control game in groups. - Form groups and participate in games and competitions. - Perform exercises and games aimed to win or lose with dignity. - Evaluate of one's own and others' performance. |
| Links to other subject: <i>Health in Science, rhythm in Creative Arts, senses in SET.</i> | | | | |
| Assessment criterion: <i>Able design and perform movement and dance sequences that combine a range of movements.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watches, balls, cones, ropes, narrowband, radio, drums, piano.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Individual sports | | |
| P.5 Physical education and sports | | Unit 3: Gymnastics. | | No. of lessons: 2 |
| Key unit competency: Perform exercises of rolling safely and refine techniques. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State types of rolling and its importance to the body. - Explain the importance of physical exercises for circulatory and respiratory systems - Identify the basic techniques in gymnastic activities. - List different gymnastic equipment. | <ul style="list-style-type: none"> - Perform different aerobic exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment appropriately. - Take account of one's own safety and that of others during gymnastics. - Coordination. - Flexibility. - Agility. - Coordination. - Endurance. | <ul style="list-style-type: none"> - Perception. - Precision. - Creativity. - Self-confidence. - Balance. - Appreciate the importance of gymnastics to health. - Respect for instructions. - Enjoy playing basketball using technical tactics gestures. - Appreciate the importance of cooperation and communication in team activities. | <ul style="list-style-type: none"> - Exercises of rolling forward and backward from different positions. - Exercises using basic gymnastic equipment. - Aerobic prolonged exercises. - Safe play. - Suppleness exercises. - Rolling forward from different positions safely and rolling backward from different positions safely. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises to develop suppleness. Focus on: rolling forward and backward. - Perform exercises of rotation, bending and stretching of cervical areas, the pelvic guard, scapular guard and of the backbone safely. - Demonstrate the safe use of different gymnastics equipment. - Evaluate one's own and others' performance. |
| Links to other subject: <i>Health in Science, rhythm in Creative Arts, senses in SET.</i> | | | | |
| Assessment criterion: <i>Able to perform exercises of rolling safely and refine techniques.</i> | | | | |
| Materials: <i>Mats, carpets, playground, rooms, whistles, stop watch, balls, cones.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Individual sports | | |
| P.5 Physical education and sports | | Unit 4: Athletics. | | No. of lessons: 9 |
| Key unit competency: Demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speeds. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of techniques of athletics and understand their importance. - State the reasons of playing athletics at individual, community, and national level. - Explain the rules and their importance. | <ul style="list-style-type: none"> - Demonstrate techniques to improve his/her performance in athletics. - Use rules of athletics in the game situation. - Develop body coordination. - Evaluate one's own performance level in athletics. - Describe how athletics can be done in a safe, varied, effective, and enjoyable. - Flexibility. - Agility. - Coordination. | <ul style="list-style-type: none"> - Show respect for rules and regulations. - Appreciate the importance of cooperation and communication in athletics. - Fair play. - Self-confidence. - Balance. - Endurance. - Resistance. - Enjoy athletic activities using athletic equipment. | <ul style="list-style-type: none"> - Different exercises of jumping, running and throwing. - Exercises of jumping: forward squat jump, jumping over short obstacles, and long jump. - Exercises of running: sprint, hurdles, shuttle relay, ladder running, and 8 minute endurance races. - Exercises of throwing: throw heavy objects a small distance by using one hand. - Exercises of using basic athletic equipment. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform jumping exercises: forward jump, squat jumps, jumping short obstacles, and long jump. - Perform exercises of running: sprint, hurdles, shuttle relay, ladder running, and 8 minute endurance races. - Perform exercises of throwing heavy objects a small distance by using one hand. - Demonstrate safe use of different athletic equipment. - Evaluate one's own and others' performance. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speeds.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watches, balls, ropes, sticks.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.5 Physical education and sports | | Unit 5: Football. | | No. of lessons:4 |
| Key unit competency: Use technical skills of playing football. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain different basic techniques of football. - Identify the importance of playing football. - Differentiate between types of football techniques and tactics. - Explain the reasons and importance of playing football in the society. | <ul style="list-style-type: none"> - Apply techniques and tactics to improve ones' performance in football. - Create individual technical skills. - Evaluate his/her performance in football. - Develop body coordination. - Describe how football can be done in a safe, varied, effective, and enjoyable way. - Flexibility. - Agility. - Coordination. - Mental strength. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Team work. - Team spirit. - Decision-making. - Leadership. - Fair play. - Self-confidence. - Enjoy playing football using techniques and tactics. | <ul style="list-style-type: none"> - Different techniques of football. - Exercises of kicking the ball: kicking the motionless ball, kicking the positioned ball, corner-kick, penalty kick, free kick. - Exercises of passing the ball: pass in zigzags with control, foot internal pass, running to the other side, foot internal pass running to meet the pass, pass in triangle. - Bring the ball under control of the leg, chest, with the head, and with the top of the foot - Perform exercises with dribbling, dragging, making a header, knocking the ball with the forehead. - Perform exercises with rolling the ball in front of the body while running. - Perform exercises with moving the ball from one player to another player. - Play in a team. - Evaluating one's own and others' performance. | |

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| | | | groups using techniques and tactics. - Playing with an opponent team. | |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to play football using technical skills.</i> | | | | |
| Materials: Playground, whistles, footballs, sticks, cones, narrow band, chasuble. | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.5 Physical education and sports | | Unit 6: Volleyball. | | No. of lessons: 4 |
| Key unit competency: Execute technical skills in game situations, emphasizing rules and regulations of volleyball. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Interpret regulations of volleyball. - Discuss the importance of playing volleyball. - Recognise different techniques and tactics of volleyball. - Recall the importance of volleyball for his/her body and daily life. - State the reasons of playing volleyball in the society. - Demonstrate rules of volleyball. | <ul style="list-style-type: none"> - Apply technics and tactics to improve one's performance in volleyball. - Create individual techniques and tactics for game situations. - Evaluate his/her performance in volleyball. - Develop body coordination. - Describe how volleyball can be done in a safe, varied, effective, and enjoyable way. - Flexibility. - Agility. - Coordination. - Mental strength. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Team work. - Team spirit. - Decision-making. - Leadership. - Fair play. - Self-confidence. - Enjoy playing volleyball using techniques and tactics. | <ul style="list-style-type: none"> - Techniques and tactics in volleyball. - Individual techniques and tactics in attack: under head serve, overhead serve, jump serve, hitting or smash and blocking exercises. - Individual techniques and tactics in defense: balancing and controlling, maintaining the position, rotating. - Using basic rules during the short games. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for playing volleyball. - Apply basic rules of volleyball and reasons for them. - Perform different types of services: under head serve, overhead serve, jump serve, hitting or smash and blocking exercises. - Perform exercises of balancing and controlling, maintaining the position and rotating. |
| Links to other subject: <i>Health in Sciences</i> | | | | |
| Assessment criterion: <i>Able to execute technical skills in game situations, emphasizing rules and regulations of volleyball.</i> | | | | |
| Materials: <i>Playground, volleyballs, whistle, cones, equipment, chasubles, net, rope, trees.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | | SUB TOPIC AREA: Collective sports | |
| P.5 Physical education and sports | | | Unit 7: Basketball. | No. of lessons: 4 |
| Key unit competency: Apply technical skills in game situations with increasing adherence to the rules. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Interpret rules regulations of basketball. - Discuss the importance of playing basketball. - Recognise different techniques and tactics of basketball. - Recall the importance of basketball for his/her body and daily life. - State the reasons of playing basketball in society. - Identify rules of basketball. | <ul style="list-style-type: none"> - Apply technics and tactics to improve his performance in basketball. - Create individual technical skills in game situation. - Evaluate his/her performance in basketball. - Develop body coordination. - Describe how basketball can be done in a safe, varied, effective, and enjoyable way. - Flexibility. - Agility. - Coordination. - Mental strength. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Team work. - Team spirit. - Decision-making. - Leadership. - Fair play. - Self-confidence. - Enjoy playing basketball using techniques and tactics. | <ul style="list-style-type: none"> - Techniques and tactics in basketball. - Individual techniques and tactics in attack: two lines facing each other, concentrate on backspin, and correct follow through, dribbling and shooting. - Individual techniques and tactics in defense: even numbers, man to man defense but no contact, ten consecutive passes, ten consecutive passes without the other team touching the ball. - Apply the rules. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for playing basketball. - Perform exercises with two lines facing each other, concentrate on backspin and correct follow through, even numbers, man to man defense but no contact, ten consecutive passes, ten consecutive passes without the other team touching the ball. - Perform exercises of random dribbling, static dribbling, zigzag dribbling in groups, dribble relay exercises in groups, control and speed , set shot, jump shot, lay-up shot, two-lines shoot, rebound, and ball rotation. |
| Links to other subject: <i>Health in Sciences.</i> | | | | |
| Assessment criterion: <i>Able to technical skills in game situations with increasing adherence to the rules.</i> | | | | |
| Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, rim.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.5 Physical education and sports | | Unit 8: Handball. | | No. of lessons: 4 |
| Key unit competency: Perform technical skills of handball in game situations. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recognise different techniques of handball. - Express the importance of playing handball. - Identify different types of handball techniques. - State the importance of handball for his/her body in daily life. - State the reasons of playing handball in the society. | <ul style="list-style-type: none"> - Apply techniques to improve one's performance in handball. - Create individual techniques while playing handball. - Evaluate his/her performance level in handball. - Explain technical and tactical gestures to use in playing handball. - Develop body coordination. - Flexibility. - Agility. - Coordination. - Mental strength. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Team work. - Team spirit. - Decision-making. - Leadership. - Fair play. - Self-confidence. - Enjoy playing handball using techniques and tactics. | <ul style="list-style-type: none"> - Techniques in handball. - Types of handball techniques. - Exercises of passing the ball. - Exercises shots and throwing. - Dribbling, bouncing, and goalkeeping. - Evaluation of each other's' performance. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for playing handball. - Perform exercises of passing the ball on triangle, pass the ball and go, pass the ball and follow. - Move with partner alongside the court and ten consecutive passes in teams. - Perform exercises of throwing, dribbling, bouncing, and goalkeeping. - Practice throwing in place, back throw, vertical jump throw, stride throw, throw while falling, free bouncing, bouncing with an opponent, using hands to catch or deviate the ball(upper ball), using legs to stop or deviate the ball(lower ball), using trunk to stop or deviate the ball. - Evaluate performance. |
| Links to other subject: <i>Health in Science, anatomy in Biology.</i> | | | | |
| Assessment criterion: <i>Able to perform technical skills of handball in game situations.</i> | | | | |
| Materials: <i>Playground, balls, whistle, cones, equipment, chasubles, trees, goals posts.</i> | | | | |

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| TOPIC AREA: HEALTH AND WELLBEING | | SUB TOPIC AREA: Disease prevention | | |
| P.5 Physical education and sports | | Unit 9: Transmission diseases. | | No. of lessons: 2 |
| Key unit competency: Prevent against diseases through games and sports. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State different strategies to avoid and treat illnesses and diseases that can be prevented. - Discuss how everyone has a shared responsibility to spread the message about protecting against infectious diseases. - Recognise strategies to ensure good hygiene. | <ul style="list-style-type: none"> - Demonstrate the importance of looking after one another. - Demonstrate the importance of washing hands. - Explain how to protect oneself against infectious diseases. - Describe the infectious diseases. - Explain the importance of game and sports in disease prevention. | <ul style="list-style-type: none"> - Team play. - Fair play. - Dignity. - Creativity. - Inclusion. - Cooperation. - Self-confidence. - Self-control. - Safety. - Health. | <ul style="list-style-type: none"> - Infectious diseases. - Diarrheal diseases games: clean food tag, moving water, boiling water, cover, cook, peel or wash, fun food challenge , diarrhoea knockdown, crossing the standing water. | <ul style="list-style-type: none"> - Responding to the teacher's instructions. - Perform games in which learners increase their awareness around safe water handling, clean foods, boiling water, cover, cook, peel or wash, fun food challenge , crossing the standing water. |
| Links to other subject: <i>Science (health), SET (senses).</i> | | | | |
| Assessment criterion: <i>Able to prevent acquiring disease through games and sports.</i> | | | | |
| Materials: <i>Paper, charts, sponges, soap, books on infectious diseases, bowls, basins, water, pens.</i> | | | | |

5.4. Primary 6 syllabus unit

5.4.1. Key competences by the end of Primary 6

By the end of Primary 6 (P6), a student of PES should be able to:

- Refine and increase learner's range of participation in gymnastics and other forms of physical activities.
- Create simple characters and narratives through movement and dance in response to a range of stimuli.
- Extend and apply the techniques for running, jumping, kicking, catching, shooting, throwing, passing, and dodging in game situations.
- Demonstrate increased defensive and offensive strategies in a range of games and competitions.
- Understand the importance of nutrition.

5.4.2. Primary 6 unit contents

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
|--|--|---|--|--|
| P.6 Physical education and sports | | Unit 1: Motor control. | | No. of lessons:2 |
| Key unit competency: Refine and increase range of participation in physical exercises. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Discuss the importance of Physical exercises for circulatory and respiratory systems. - Demonstrate the basic techniques in gymnastic activities. - Distinguish between different gymnastic equipment. | <ul style="list-style-type: none"> - Perform different jumping exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment. - Take account of one's own safety and that of others during gymnastics. | <ul style="list-style-type: none"> - Coordination. - Fair play. - Self-confidence. - Balance. - Flexibility. - Agility. - Resistance. - Endurance. - Appreciate the importance of physical activities to health. - Respect of regulation. | <ul style="list-style-type: none"> - Basic physical education in general learner development. - Exercises of circulatory or respiratory systems: relaxing muscles and stretching. - Exercises of running speed running, long running, running and jumping. - Exercise using basic gymnastic equipment appropriately. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of: body activation by moving in various speeds, muscular development, endurance, relaxation. - Perform exercises of running 20 meters and 30 meters distance with different departure position. Perform many repetitions. - Run a 200 meter distance and a 300 meter distance. - Demonstrate the safe use of different gymnastics equipment. |
| Links to other subject: <i>Health in Sciences.</i> | | | | |
| Assessment criterion: <i>Able to refine and increase range of participation in physical exercises.</i> | | | | |
| Materials: <i>Playground, whistle, rope, stick, mat, balls, bench.</i> | | | | |

| TOPIC AREA: GYMNASTICS AND MOVEMENT | | | | |
|---|--|---|--|--|
| P.6 Physical education and sports | | Unit 2: Body control and balance. | | No. of lessons:2 |
| Key unit competency: Create a simple character and narrative through movement and dance in response to a range of stimuli. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Demonstrate a combination of movement ranges with dance rhythm. - Explore movement and dance sequences to enjoy body control and balance. - Recognise the response to a range of stimuli by creating a simple characters and narrative through movement and dances. | <ul style="list-style-type: none"> - Create different types of formations of groups quickly. - Apply various exercises of coordination to respond to stimuli - Analyse the stimulus and react. - Take account of one's own safety and that of others during gymnastics. - Evaluate one's own and others' performance. | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Balance. - Flexibility. - Agility. - Resistance. - Endurance. - Coordination. - Appreciate the importance of physical activities to health. - Cooperation. - Enjoy enhancing one's ability to move with increasing control. - Respect of instructions. | <ul style="list-style-type: none"> - Basic physical education in general learner development. - Exercises of coordination. - Exercises of playing in groups using movement creations. - Exercises and games which develop emotion: exercises and games in which develop patience, pardon, and happiness. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of rotating and sitting while hands are set forward or back; balance and movement control in groups; dance according to the rhythm of stimuli. - Perform exercises and games aimed to win or lose with dignity, which require accepting results. - Apply exercises which show the complementarity of boys and girls(gender). |
| Links to other subject: <i>Biology (fitness in health), rhythm in Creative Arts, traditional and modern singing and dancing in Music.</i> | | | | |
| Assessment criterion: <i>Able to create a simple character and narrative through movement and dance in response to a range of stimuli.</i> | | | | |
| Materials: <i>Playground, radio, drum, drum stick, piano.</i> | | | | |

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| TOPIC AREA: GYMNASTICS AND SPORTS | | SUB TOPIC AREA: Individual sports | | |
| P.6 Physical education and sports | | Unit 3: Gymnastics. | | No. of lessons:2 |
| Key unit competency: Execute gymnastics movement and other forms of physical activity safely. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recall the importance of gymnastics in daily life of human body development. - Identify types of gymnastic activity and other forms of physical activities which are included in gymnastics. - Identify the key disciplines of gymnastics. - State the reasons for performing gymnastic practice for health. - Classify different gymnastic equipment. | <ul style="list-style-type: none"> - Explain steps of rolling in gymnastics. - Create a sequence of movement that can be repeated. - Take account of one's safety and that of others 'during gymnastics - Use body control imaginatively. - Develop body coordination. - Evaluate his/her performance in gymnastic. - Balance. - Flexibility. - Agility. | <ul style="list-style-type: none"> - Endurance. - Self-confidence. - Resistance. - Perception. - Creativity. - Fair play. - Self-confidence. - Appreciate the importance of gymnastic to health. - Respect of instructions. - Appreciate the importance of cooperation and communication in team activities. - Use gymnastic equipment safely. | <ul style="list-style-type: none"> - Developing sequences of gymnastics movement alone and with others: free floor work and reserved manual support. - Exercises of rolling forward and backward from different departure position safely. - Wheel and going round in circle exercises. - Develop body coordination. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Practice moves and techniques to improve performance. - Work with others to create sequences of movement and perform in front of the class. - Perform exercises of manual support, going around in circle, rolling forward safely, rolling backward safely. - React to different signals and orders of wheel exercises. - Evaluation of each other's performance. |
| Links to other subject: <i>Health in Science, rhythm in Creative Arts, senses in SET.</i> | | | | |
| Assessment criterion: <i>Able to execute gymnastics movement and other forms of physical activity.</i> | | | | |
| Materials: <i>Playground, carpet, whistles, stop watches, balance bars, benches.</i> | | | | |

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Individual sports | | |
| P.6 Physical education and sports | | Unit 4: Athletics. | | No. of lessons: 8 |
| Key unit competency: Improve techniques of jumping, running, and throwing objects in different positions. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different types of techniques of athletics and understand their importance to health. - State the reasons of playing athletics at individual, community, and national level. - Discuss the rules and their importance. | <ul style="list-style-type: none"> - Demonstrate techniques to improve his/her performance in athletics. - Use rules of athletics in the game situation. - Develop body coordination. - Evaluate his/her performance level in athletics. - Describe how athletics can be done in a safe, varied, effective, and enjoyable. - Balance. - Flexibility. - Agility. | <ul style="list-style-type: none"> - Show respect of rules and regulations. - Appreciate the importance of cooperation and communication in athletics. - Self-confidence. - Resistance. - Endurance. - Fair play. - Self-confidence. - Enjoy in playing athletics using athletic equipment. | <ul style="list-style-type: none"> - Different types of jumping, running, and throwing. - Jumping exercises with techniques: cross hopping, short run up long jump, executing long jumping, short run up triple jumping, triple jumping within a limited area, pole long jumping. - Running exercises with uniform acceleration and endurance: sprint, hurdles, slalom shuttles, bends formula, sprint relay, hurdles races, 1000m endurance race. - Exercises of throwing technically heavy object: knee throwing, overhead backward throwing, kids javelin throwing, teens javelin throwing, rotational throwing and teens discus throwing. | <ul style="list-style-type: none"> - Responding to the teacher's instructions. - Perform jumping exercises with techniques: <ul style="list-style-type: none"> o Focus on: cross hopping, short run up long jump, executing long jumping, short run up triple jumping, triple jumping within a limited area, pole long jumping and over a sandpit o Focus on: sprint, hurdles, slalom shuttles, bends formula, sprint relay, hurdles races, 1000m endurance race. - Perform throwing exercises with techniques. Focus on: knee throwing, overhead backward throwing, kids javelin throwing, teens javelin |

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| | | | <ul style="list-style-type: none"> - Using basic athletic equipment. - Evaluate his/her performance level in athletics. - Safe play. | <p>throwing, rotational throwing and teens discus throwing.</p> <ul style="list-style-type: none"> - Use/demonstrate safe use of different athletic equipment. - Evaluate one's own and others' performance. |
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Links to other subject: *Biology (fitness in health).*

Assessment criterion: *Able to improve techniques of jumping, running, and throwing objects in different positions.*

Materials: *Playground, rooms, whistles, stop watch, balls, ropes, sticks, javelin, discus, hurdles.*

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| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
| P.6 Physical education and sports | | Unit 5: Football. | | No. of lessons: 8 |
| Key unit competency: Develop skills of football and apply techniques and tactics of kicking, passing, and using appropriate parts of the body. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Demonstrate different basic techniques of football. - Explain the importance of playing football in the society. - List different types of football techniques and tactics. - Define the importance of football for his/her body and daily life. | <ul style="list-style-type: none"> - Apply techniques and tactics to improve his performance in football. - Create individual techniques and strategies. - Evaluate his/her performance in football. - Develop body coordination. - Describe how football can be done in a safe, varied, effective, and enjoyable way. - Mental strength. - Decision making. - Leadership. | <ul style="list-style-type: none"> - Show respect of rules and regulations during the game. - Appreciate the importance of cooperation in team activities. - Team work. - Team spirit. - Fair play. - Self-confidence. - Enjoy playing football using techniques and tactics gestures. - Increase leadership during the game. | <ul style="list-style-type: none"> - Technical skills and different tactics of football. - Technique of football: kicking, heading, trapping, dribbling, passing, counter-attack. - Safe play using basic rules. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform technical exercises of football: kicking, heading, trapping, dribbling, passing, counter-attack. - Evaluate own and others' performance. - Apply basic rules of football in game situation. |
| Links to other subject: <i>Health in Science, anatomy in Biology.</i> | | | | |
| Assessment criterion: <i>Able to develop skills of football and apply techniques and tactics of kicking, passing, and using appropriate parts of the body.</i> | | | | |
| Materials: <i>Playground, balls, whistle, cones, equipment, chasubles, footballs, goalposts.</i> | | | | |
| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |

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| P.6 Physical education and sports | | Unit 6: Volleyball. | | No. of lessons: 4 | |
| Key unit competency: Improve techniques of passing, blocking, setting, and serving and use these techniques in game situations. | | | | | |
| Learning objectives | | | Content | Learning activities | |
| Knowledge and understanding | Skills | Attitudes and values | | | |
| <ul style="list-style-type: none"> - Recall volleyball technical and tactical skills. - Understand volleyball rules. - Understand the roles different team members play. - Know different net heights based on age. - Understand fouls and penalties. | <ul style="list-style-type: none"> - Use different volleyball technical and tactical skills. - Able to referee a game. - Leadership. - Mental strength. - Decision-making. | <ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between volleyball and good health. | <ul style="list-style-type: none"> - Volleyball techniques and tactics. - Service, dig, pass, spike, set, and block. - Volleyball rules. - Leadership skills as team captain. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Correctly execute the various volleyball techniques and tactics. - Refine skills such as serving, digging, passing, spiking, hitting, and setting the ball. - Organise a match between teams, with each team having a team captain and all teams adhering to rules, including penalties for fouls. | |
| Links to other subject: <i>Health in Science, anatomy in Biology.</i> | | | | | |
| Assessment criterion: <i>Able to improve technical techniques of passing, blocking, setting, and serving and use these techniques in game situations.</i> | | | | | |
| Materials: <i>Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.</i> | | | | | |

| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
|--|--|--|---|---|
| P.6 Physical education and sports | | Unit 7: Basketball. | | No. of lessons: 4 |
| Key unit competency: Demonstrate defensive and offensive techniques and tactics in game situations. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recognise different basic tactics in basketball. - Recall different technics and gestures of basketball during game situation. - Discuss the importance of tactics in attacking and defending a team in basketball. - Differentiate basic technics of basketball from other sports. | <ul style="list-style-type: none"> - Apply basic tactics of playing basketball. - Create individual tactics to control the ball and use them in game situations. - Evaluate his/her performance while playing with an opponent team. - Analyse tactics to be used in order to win or perform. - Develop body coordination. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Appreciate the importance of cooperation in team activities. - Show respect of rules and regulations during the game. - Understand other perspectives of tactics to improve his/her performance. - Coordination. - Fair play. - Self-confidence. - Team work. - Team spirit. - Fair play. - Enjoy developing ability to improve tactics and technics of | <ul style="list-style-type: none"> - Various technical gestures and tactics of playing basketball. - Technical gestures of basketball: breaking free, pass and move, pass and pursue. - Different types of passing: facing in pairs, using chest, bounce and overhead pass in pairs, concentration on backspin and correct follow through, man to man defence without contact, ten consecutive passes without the opponent team touching the ball. - Different types of dribbling: random dribbling, static dribbling, zigzag dribbling, dribbling relay, control and speed and dribbling man to man. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of breaking free, pass and move, and pass and pursue. - Perform exercises passing: facing in pairs, using chest, bounce and overhead pass in pairs, concentration on backspin and correct follow through, man to man defence without contact, ten consecutive passes without the opponent team touching the ball. - Perform exercises of dribbling: random dribbling, static dribbling, zigzag dribbling, dribbling relay, control and speed, dribbling man to man. |

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| | | playing basketball. | <ul style="list-style-type: none"> - Different types of shooting: set shooting, jump shooting, lay-up shooting, two-lines shooting and rebounding, ball rotation, passing, and cutting. - Playing in team and by the rules. | <ul style="list-style-type: none"> - Perform exercises of shooting: set shooting, jump shooting, lay-up shooting, two-lines shooting and rebounding, ball rotation, passing and cutting. - Exercises of attacking and defending a team in competition adhering to rules. |
| Links to other subject: <i>Health in Science, anatomy in Biology.</i> | | | | |
| Assessment criterion: <i>Able to demonstrate defensive and offensive techniques and tactics in game situations.</i> | | | | |
| Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, rim.</i> | | | | |

| TOPIC AREA: SPORTS AND GAMES | | SUB TOPIC AREA: Collective sports | | |
|--|---|---|--|---|
| P.6 Physical education and sports | | Unit 8: Handball. | | No. of lessons: 4 |
| Key unit competency: Use techniques and tactics of handball in game situations. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recognise different basic tactics in handball. - Recall different techniques and tactics of handball. - Explain the importance of tactics in attacking and defending a team in handball. - Discuss the importance of playing handball for his/her body in daily life. - Identify different types of handball techniques. - State the reasons of | <ul style="list-style-type: none"> - Apply basic tactics of playing handball in game situation. - Create individual tactics to control the ball and use these tactics during the game situations. - Evaluate his/her performance in games. - Analyse tactics to be used in order to win or perform well. - Differentiate basic technics of handball from other sports or games. - Develop body coordination. - Mental strength. - Decision-making. - Leadership. | <ul style="list-style-type: none"> - Appreciate the importance of cooperation in team activities. - Show respect of rules and regulations during the game. - Respect other perspectives of tactics to improve his/her performance. - Coordination. - Fair play. - Self-confidence. - Team work. - Team spirit. - Fair play. - Enjoy developing ability to improve tactics and technics of playing | <ul style="list-style-type: none"> - Various technical skills and tactics of playing handball. - Techniques and tactics of handball: breaking free, marking, blocking, passing, shooting, throwing, dribbling/bouncing. - Exercises of goalkeeping. - Exercises of playing in teams. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for playing handball. - Improve tactics and techniques by playing in games. Teacher intervenes to correct techniques and provide brief skills sessions. - Exercises on: breaking free, marking, blocking, passing on triangle, ten consecutive passes in team, shooting in place or steam shooting, leaning back shooting, vertical jump shooting, stride shooting, shooting while falling, dribbling with an opponent, dribbling without an opponent, using hands to catch ball, using legs or trunk to stop or deviate the ball, attacking and defending a team in |

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| playing handball in the society. | | handball. | | competition. |
| Links to other subject: <i>Health in Science.</i> | | | | |
| Assessment criterion: <i>Able to use techniques and tactics of handball in game situations.</i> | | | | |
| Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.</i> | | | | |

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| TOPIC AREA: HEALTH AND WELLBEING | | SUB TOPIC AREA: Disease prevention | | |
| P.6 Physical education and sports | | Unit 9: Infectious diseases. | | No. of lessons:2 |
| Key unit competency: Prevent against infectious diseases through games and sports. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain different strategies to avoid and treat the illness and diseases that can be prevented. - Discuss how everybody has a shared responsibility to spread the message about preventable diseases. - Recognise strategies to ensure good hygiene. | <ul style="list-style-type: none"> - Demonstrate the importance of looking after one another. - Demonstrate the importance of the immune system in protecting the body against infections. - Explain how to be prevented against infectious diseases. - Describe infectious diseases. | <ul style="list-style-type: none"> - Team play. - Fair play. - Respect. - Dignity. - Creativity. - Inclusion. - Cooperation. - Self-confidence. - Self-control. - Safety. - Health. | <ul style="list-style-type: none"> - Hand washing and hygiene games - Infectious diseases: what they are, how they are acquired, and how one can protect against acquiring diseases. - Hand washing and hygiene games: clean hands, wash your hands, beat the bacteria, clean hands detective, soap against germs and washing race. | <ul style="list-style-type: none"> - Respond to the teacher's instructions. - Improve behaviour change towards hygiene by playing in games, teacher interventions, and brief skills sessions. Focus on: games in which the learners must throw a ball (representing salt, sugar and water) to knock down the sticks (diarrhoea). - Game of relay race with a goal of washing hands with soap (or wood ash) and water. |
| Links to other subject: <i>Science (health), SET (senses).</i> | | | | |
| Assessment criterion: <i>Able to prevent against infectious diseases through games and sports.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, sticks, cones/pylons, narrow band, chasuble, wood penis, charts, sponges, rags or towels, socks, plastic bottles cut in half, soap, bowl, basin.</i> | | | | |

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7. APPENDIX

SUBJECTS AND WEEKLY TIME ALLOCATION FOR UPPER PRIMARY LEVEL

| Subjects in Primary 4 – 6 | Weight (%) | Number of periods (1 period = 40 min.) | | |
|--|------------|---|----------------|----------------|
| | | P ₄ | P ₅ | P ₆ |
| 1. Kinyarwanda | 13 | 4 | 4 | 4 |
| 2. English | 23 | 7 | 7 | 7 |
| 3. Mathematics | 23 | 7 | 7 | 7 |
| 4. Social and Religious Studies | 13 | 4 | 4 | 4 |
| 5. Sciences and Elementary Technologies | 17 | 5 | 5 | 5 |
| 6. Creative arts: Music, Dance and Drama, Fine arts and crafts | 3 | 1 | 1 | 1 |
| 7. Physical Education and Sports | 3 | 1 | 1 | 1 |
| 8. French | 3 | 1 | 1 | 1 |
| Total number of periods per week | 100 | 30 | 30 | 30 |
| Total number of contact hours per week | | 20 hrs | 20 hrs | 20 hrs |
| Total number of contact hours per year (39 weeks) | | 780 hours /year | | |