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## Physical education syllabus – Primary cycle

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Addition of the attainment descriptors for the 5<sup>th</sup> year (Entry into force on 1 September 2017)

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<sup>2</sup> a. Insertion of the attainment descriptors (translation of document **2016-01-D-45-en-6 “Attainment Descriptors for all L1 at P5”** approved by the Joint Teaching Committee on 8 and 9 February 2024 in Brussels with an entry into force on 1 September 2024;

b. insertion of **annex III of document ref. 2013-09-D-38-en-11 “Assessment Tools for the Primary Cycle of the European Schools”** approved by the Joint Teaching Committee by means of the Written Procedure 2023/40 on 10 November 2023 with an entry into force on 1 September 2024.

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## 1. General Objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfillment and development, for active citizenship, for social inclusion and for employment:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

## 2. Didactical principles

### 2.1 Main aims in Physical Education

Physical Education (PE) is built on a holistic view of children recognising the level of physical, mental and social maturity of the child and precedes what has been previously taught in line with the “Early Education Curriculum” (2011-01-D-15).

Education aims to develop understanding of how physical activities affect health in a positive way and to realise the importance of adequate equipment and personal hygiene routines. Through PE, children should create a life-long interest in being physically active. PE should motivate and encourage children to do sport in their spare time and prepare them for the secondary cycle.

Physical activities (sports) are parts of our culture. PE which reflects these aspects enhances understanding of others in a European context.



## 2.2 Organisation of PE

PE is offered during PE-lessons in gym halls, swimming halls and/or in outdoor areas. The number of hours allocated for PE is regulated in the document “Harmonized Timetable- Primary” (2006-D-246). It is recommended, due to the nature of the subject, that all its different parts (swimming, individual- and team activities) are covered each school year of the Primary Cycle. To make it possible to arrange sports days, PE-lessons could be merged into blocks (whole day, half day).

The PE-teacher could be the class teacher or a specialist. It is essential that the teacher is qualified for the task and is aware of security rules and health aspects.

Teaching should be both individual and group oriented. Boys and girls should be challenged, taught and treated equally, and every child should develop at their own pace according to their individual capacity.

## 2.3 Teaching principles

The teacher should explain and motivate children to perform exercises, games and movements.

It is important that PE offers a broad range of possibilities for children to try and explore different areas of body related activities. Children must have ample opportunities to practice if they are to develop motor skills and achieve automaticity. The development of social skills (like fair play, cooperation, tolerance, respect etc.) and cognitive skills (e.g. tactic, rules, body control, health and security aspects) are considered and highlighted in PE teaching.

During the learning process, children should be trained to reflect on and evaluate their progress. The teacher should through formative and summative assessment support the development of the child.

## 3. Contents

### 3.1 Individual activities

The teacher guides the child towards increased body knowledge, perception, stamina, strength, coordination, courage and agility by conscious choice of exercises. The older the child, the more complex and challenging movements should be taught. The child’s awareness and reflections of their purposes and knowledge of ways to improve their performance is also expected to increase over the years.

<b>INDIVIDUAL ACTIVITIES</b>		
<b>Moving over a distance</b>	<b>Moving on the spot</b>	<b>Manipulative Skills</b>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>-Different directions, levels and ways to get in and out of rolls</li> <li>-Different shapes, ways and flight for landing</li> <li>- Rotate and balance on a bar</li> <li>- Spring onto boxes, horses of varying heights</li> <li>- Sprints, starts, distance running, hurdling</li> <li>- Long jump, high jump, triple jump</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Walking, running, jumping, sliding, hopping, leaping, skipping, galloping, skating, orienteering</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>- Handstand</li> <li>- Exercise on rings and bars</li> <li>- Rope climbing</li> <li>- Dancing</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Bending, twisting, turning, balancing, pushing, pulling, stretching, lifting</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>-Vary the type of throws and objects</li> <li>- Parcour / obstacle track (Moving quickly through an area)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Throwing, catching, bouncing/ dribbling, rolling, kicking</li> </ul>

Orienteering aims to give the child tools to find his/her way safely in the city, forest, mountains and at sea. Knowledge of signs and colours of the map and practical experience of how to hold, read and turn the map facilitates an active life style. Different outdoor activities like skating, slack lining, skateboarding, orienteering, wall climbing, cycling etc. are often organised during sport days or school trips. It is recommended that outdoor activities should be carried out during all seasons.

### 3.2 Team activities

Games are an integral part of the PE syllabus which serves to equip children with knowledge, skills and attitudes to pursue and enjoy a physically active and healthy lifestyle. Basic games concepts are introduced through modified games, which provide greater opportunities for children to improve fundamental skills. Children perform a variety of manipulative movements with correct technique.

<b>TEAM ACTIVITIES</b>		
<b>Territorial Games</b>	<b>Net Games</b>	<b>Striking &amp; Fielding Games</b>
<p>Examples of Games:</p> <ul style="list-style-type: none"> <li>- Handball</li> <li>- Basketball</li> <li>- Netball</li> <li>- Hockey/floorball</li> <li>- Soccer</li> <li>- Ultimate Frisbee</li> <li>- Rugby</li> </ul> <p>Games Skills:</p> <ul style="list-style-type: none"> <li>- Passing</li> <li>- Receiving</li> <li>- Travelling with the ball</li> <li>- Marking and intercepting</li> <li>- Tackling and challenging an opposing player in possession of the ball</li> </ul>	<p>Examples of Games:</p> <ul style="list-style-type: none"> <li>- Badminton</li> <li>- Table Tennis</li> <li>- Tennis</li> <li>- Indiaka/ Volleyball</li> </ul> <p>Games Skills:</p> <ul style="list-style-type: none"> <li>- Service</li> <li>- Forehand strokes</li> <li>- Backhand strokes</li> <li>- Offensive strokes</li> <li>- Defensive strokes</li> <li>- Footwork</li> <li>- Volleying</li> <li>- Setting</li> <li>- Receiving</li> </ul>	<p>Examples of Games:</p> <ul style="list-style-type: none"> <li>- Rounders</li> <li>- Tee- Ball</li> <li>- Softball</li> <li>- Baseball</li> </ul> <p>Games Skills:</p> <ul style="list-style-type: none"> <li>- Striking/ Hitting</li> <li>- Running</li> <li>- Catching</li> <li>- Throwing</li> <li>- Pitching</li> <li>- Stopping and keeping the ball</li> </ul>

Dance is a team activity for all year levels. It is also eligible for a cross curriculum approach with music and rhythm. Children can perform a dance and recognize the rhythm. Dance could also be a part of different school projects in cooperation with music teachers, art teachers or external experts.

The children start with moving to music and singing before continuing to discover different dances from Europe and around the world.

<b>Dance</b>	
<b>Modern Dance</b>	<b>Cultural Dance</b>
<ul style="list-style-type: none"> <li>-Hip Hop</li> <li>-Break dance</li> <li>-Jazz dance</li> <li>- Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>- Folk dances</li> <li>- Circle dances</li> <li>- Waltz/ polka etc. in rounds</li> <li>- Singing games and dances</li> </ul>

### 3.3 Swimming

Swimming is not only a sport but might also be a life-saving and a lifelong recreational activity.

<b>SWIMMING</b>	
<b>Safety</b>	<b>Styles</b>
<p>Water safety:</p> <ul style="list-style-type: none"> <li>- Visibility and location of water, hazards in a variety of conditions</li> <li>- Learn and know the code of hygiene and courtesy for using swimming pools</li> <li>- Rules of behaviour in, on or near the water</li> <li>- Recognition of emergency signs</li> </ul> <p>Water confidence:</p> <ul style="list-style-type: none"> <li>- Slide- in entry</li> <li>- Recover from a face float or glide to a standing or other secure position</li> <li>- Recover from the back float or glide to a standing or other secure position</li> <li>- Breathe and inhale in and out of the water</li> <li>- Blowing bubbles</li> <li>- Jump into the water</li> <li>- Stay under the water</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>- breast stroke</li> <li>- front crawl</li> <li>- back stroke</li> <li>- butterfly</li> <li>- diving</li> <li>- different turns</li> <li>- different jumps</li> <li>- water games</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Position and tension of the body inside and out of the water</li> <li>- Tactics and fairness in games</li> </ul>



## 4. Learning Objectives

The learning objectives aim to challenge and develop the child each school year. The learning objectives will help the teacher to plan lessons and assess the children:

### 4.1 P1

<b>LEARNING OBJECTIVES YEAR 1</b>		
<b>Individual activities</b>	<b>Team activities</b>	<b>Swimming</b>
<p>The child should:</p> <ul style="list-style-type: none"> <li>- experience basic movements e.g. rolling, balancing, swinging, climbing, hanging</li> <li>- engage in movement with and without materials like: skip, toss, knot, build, carry etc.</li> <li>- engage in different activities which include running, jumping, throwing fast/slow, hard/soft, heavy/light, stressed/relaxed, strong/weak, tired/alert</li> <li>- move through an obstacle course</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- experience basic movements e.g. rolling, balancing, swinging, climbing, hanging</li> <li>- engage in movement with and without materials like: skip, toss, knot, build, carry etc.</li> <li>- engage in different activities which include running, jumping, throwing fast/slow, hard/soft, heavy/light, stressed/relaxed, strong/weak, tired/alert</li> <li>- move through an obstacle course</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- breathe as appropriate i.e. inhale out of the water and exhale underwater while blowing bubbles</li> <li>- practise floating in back and front positions</li> <li>- jump into the water from the edge of the pool</li> <li>- move their feet in two styles i.e. breast stroke, freestyle or backstroke</li> <li>- do simple swimming exercises to develop understanding of the aforementioned swimming strokes</li> <li>- follow safety rules in and around the water and understand how to react in emergency situations</li> </ul>

## 4.2 P2

<b>LEARNING OBJECTIVES YEAR 2</b>		
<b>Individual activities</b>	<b>Team activities</b>	<b>Swimming</b>
<p>The child should:</p> <ul style="list-style-type: none"> <li>- complete basic movements e.g. rolling, balancing, swinging, climbing, hanging</li> <li>- engage in movements with and without materials and small apparatus while performing exercises which include different ways of rolling, head/handstand, cartwheels, jumping over an obstacle and swinging between apparatus with help</li> <li>- run, jump and throw in order to perform a number of exercises i.e. sprint games, differentiation of running styles, jumping over obstacles, bouncing and catching a ball and throwing various objects</li> <li>- move on an obstacle course</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- understand and use simple rules in sport activities, games and dances</li> <li>- cooperate with other team members in order to reach a common goal</li> <li>- manage emotions in win-lose situations</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- practise moving the feet in 3 styles i.e. freestyle, breast stroke and back stroke</li> <li>- perform simple swimming exercises to develop understanding of the aforementioned strokes</li> <li>- dive, swim underwater and collect objects from the bottom of the pool</li> <li>- use at least one of the aforementioned swimming styles whilst swimming autonomously for 15m</li> <li>- follow safety rules in and around the water</li> <li>- explain and perform how to react in emergency situations</li> </ul>

### 4.3 P3

<b>LEARNING OBJECTIVES YEAR 3</b>		
<b>Individual activities</b>	<b>Team activities</b>	<b>Swimming</b>
<p>The child should:</p> <ul style="list-style-type: none"> <li>- combine movements and handle more complex exercises</li> <li>- engage in movements with and without materials and small apparatus e.g. ropes and balls but also alternative materials like newspaper</li> <li>- run, jump and throw i.e. short and long distance runs, different styles of jumps, finding the right jump foot, throwing overhead and in the right direction</li> <li>- move on an obstacle course</li> <li>- participate in outdoor sports like map reading walks, skateboarding, slack lining</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- make decisions according to rules in order to progress in sport activities, games and dances</li> <li>- cooperate and understand team strategies to experience different playing positions in a team</li> <li>- experience team strategies and understand the benefit of different playing positions in a team</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- perform respiratory exercises, inhale-exhale, for both freestyle and breaststroke</li> <li>- perform advanced exercises to improve their swimming technique</li> <li>- jump into the water from a height of 1m</li> <li>- dive into the water from the edge of the pool</li> <li>- participate in waterbased ball games</li> <li>- swim for 25 m using two of the taught swimming styles</li> </ul>

#### 4.4 P4

<b>LEARNING OBJECTIVES YEAR 4</b>		
<b>Individual activities</b>	<b>Team activities</b>	<b>Swimming</b>
<p>The child should:</p> <ul style="list-style-type: none"> <li>- combine complex movements and participate consciously in more advanced activities</li> <li>- perform more specialised exercises e.g. treadmill, somersaults and handstand</li> <li>- engage in movements with and without materials and small apparatus e.g. ropes and balls but also alternative materials</li> <li>- participate in outdoor sports like skateboarding and slack lining</li> <li>- manage an orienteering course in a known area i.e. school yard, playground</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- use the right technique to perform complex versions of sport activities, games and dances</li> <li>- develop tactics in team games and refine creativity in group performances</li> <li>- engage as a team player, encourage others and respect their different skills and levels</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- swim under water for 5m</li> <li>- jump from a diving board of 3m or 5m height</li> <li>- participate in water based games in water i.e. relays, water polo, synchronised swimming</li> <li>- swim using a life vest</li> <li>- swim confidently for 50 m using all the three basic styles</li> </ul>

## 4.5 P5

<b>LEARNING OBJECTIVES YEAR 5</b>		
<b>Individual activities</b>	<b>Team activities</b>	<b>Swimming</b>
<p>The child should:</p> <ul style="list-style-type: none"> <li>- evaluate the quality of their movements and be conscious about their body tension</li> <li>- perform more complex movements in longer and more complex sequences</li> <li>- participate in outdoor sports like skateboarding and slack lining</li> <li>- manage a course in orienteering in a fairly known area i.e. a park, small wood</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- play simplified versions of official and standard sport activities, show engagement in games and create short dances with style and sensitivity</li> <li>- develop tactics in team games and refine creativity in group performances</li> <li>- feel comfortable in tournaments and competitive games</li> </ul>	<p>The child should:</p> <ul style="list-style-type: none"> <li>- develop turning at the side of the pool in different swimming styles</li> <li>- work further on butterfly exercises</li> <li>- play in a team and follow the rules of games</li> <li>- swim 100 m with a life vest in order to manage an emergency situation</li> <li>- fall into the water dressed in long trousers and sleeves e.g. jump in the water, feet first, head underwater, swim for 80-100 m, swim for 3m-5m underwater and climb out of the water again</li> <li>- swim confidently for 100m using one of the three basic strokes</li> </ul>

## 5. Transition P5 to S1

The teachers offering PE in year 5 are encouraged to refer to the PE syllabus of the Secondary Cycle in order to facilitate a smooth transition of the children and to prepare them for the requirements of the S1 syllabus. In the transition framework, common transition activities such as sports days and sport events are organised in common with the Secondary Cycle. Such activities promote social life in school and help to prevent bullying. The school management should also encourage in-service training in PE in common for both cycles.

The coordinators play a major role in the realisation of these activities and active coordinators in both cycles can successfully promote the transition, e.g. PE primary teachers and PE secondary teachers can swap classes for some lessons at the end of the school year, especially during a transition day.

## 6. Assessment

Assessment plays an essential role in the process of teaching and learning and is an integral part of it.

The purpose of assessment is:

- to provide the teachers with the information regarding knowledge and skills gained by the child and give feedback on the effectiveness of the teaching methods used
- to enable the teachers to identify difficulties which a child may be experiencing, thus helping the teacher to adjust their approach to the child and find the most appropriate methods of teaching, for the group and for the individual child
- to help teachers in the planning of Physical Education and to adapt activities to the group's needs
- to facilitate a smooth transition by transferring information to the Secondary Cycle
- to inform parents about their child's progress in Physical Education
- to help the school to evaluate the development of the Physical Education programme

### 6.1 Formative and summative assessment

Formative and summative assessments are an integral part of the teaching and learning process. While summative assessment is to summarise the knowledge obtained by the children after the completion of the process of learning, formative assessment is accompanied by a process of learning and supports it.

**Formative assessment** is ongoing during the learning process, is based on prior learning and provides feedback about how learning is proceeding, for pupils as well as teachers. Formative assessment supports the pupils' development, and enables teachers to know how effective their teaching is.

**Summative assessment** takes place at the end of a teaching/learning period, to see if intended learning outcomes have been reached and to grade pupils. Summative assessment looks back over what has been achieved.

Assessment is to complement the teaching of Physical Education and it should provide useful information without consuming valuable teaching time.

The recording of information during a Physical Education lesson should be organised in a practical and time effective way to ensure that the children are active, safe and they continue to enjoy the lesson.

## 6.2 Assessment methods/tools

During the Physical Education lesson, the teacher uses various methods/tools of assessment of pupil's skills. These assessment methods/tools help the teacher to ensure that the children have understood the assigned tasks and are able to perform them successfully. Their progress should be recorded and achievements recognized and communicated to other teachers and parents. The results of the assessment are the basis for planning the next stages of learning. A range of assessment methods/tools can be used to gather information about a pupil's progress.

- **Observations** - Teachers continually observe children and monitor their progress as they engage in activities within the Physical Education lesson.
- **Tests** - The teacher sets tests with a wide range of tasks for the child to complete and thus they assess pupils' learning.
- **Self-assessment** - It should facilitate the pupils to become aware of their strengths and weaknesses.
- **Portfolio** - A portfolio is a tool to record children's achievements and it could include self-evaluation of a child's attitude to Physical Education.
- **Pupils record/passport** - The record of a pupil's progress will contain information, gathered by the use of the assessment tools outlined above, related to the attitude of the pupil to participation and the pupil's achievement related to the strands/areas of the Physical Education syllabus
- **School report** - This is an obligatory tool which records the level of achievement on the Physical Education objectives. The child's progress can be assessed and recorded using the indicators and the criteria as described in the school report.

## 6.3 Attainment descriptors for Year 5

### Individual activities

The child should	<b>+ Learning objectives are not yet achieved</b>	<b>++ A few learning objectives are achieved</b>	<b>+++ Learning objectives are partially achieved</b>	<b>++++ Learning objectives are almost completely achieved</b>	<b>+++++ Learning objectives are completely achieved</b>
be aware of how to improve movements and body tension.	The child shows limited interest in improving movements and body tension.	The child tries to adapt movements and body tension according to teacher instructions.	The child adapts movements and body tension according to teacher instructions.	The child adapts movements and body tension successfully, based on teacher instructions.	The child adapts movements independently based on self-awareness and is conscious about body tension.
perform more complex movements in longer and more complex sequences.	The child shows limited interest in complex movements.	The child tries to perform movements in sequences according to teacher instructions.	The child performs complex movements in sequences according to teacher instructions.	The child performs complex movements in longer and more complex sequences according to teacher instructions.	The child performs complex movements in long and more complex sequences independently.
participate in outdoor sports and activities.	The child shows limited interest in outdoor sports and activities.	The child shows interest in performing different outdoor sports and activities.	The child is committed while performing different outdoor sports and activities.	The child is actively involved during outdoor sports and activities.	The child is fully engaged and proactively participates in outdoor sports and activities.



manage a course in orienteering in a fairly known area.	The child shows limited interest in orienteering.	The child shows interest in map reading and manages to locate posts with the help of the teacher.	The child shows interest and ability in orienteering in a known area.	The child shows great interest and ability in orienteering in known and little-known area.	The child excels in orienteering in both known and unknown areas independently.
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### Team activities

The child should	<b>+ Learning objectives are not yet achieved</b>	<b>++ A few learning objectives are achieved</b>	<b>+++ Learning objectives are partially achieved</b>	<b>++++ Learning objectives are almost completely achieved</b>	<b>+++++ Learning objectives are completely achieved</b>
create short dances with style and sensitivity together with others.	The child has problems creating short dances with others.	The child is able to create short dances with others but relies on some help from the teacher.	The child is able to create short dances in a group coordinated with others.	The child is able to create dances with style and sensitivity well-coordinated with others.	The child creates dances with style, sensitivity, and full coordination with others independently.
act in a confident way in competitive team activities such as tournaments and games.	The child has problems participating in competitive team activities.	The child participates in competitive team activities but may need some support.	The child is committed to competitive team activities and displays some understanding of fair play.	The child is engaged in and contributes to the team in competitive activities, showing a good understanding of fair play.	The child confidently participates in competitive team activities, contributing fully and demonstrating a strong sense of fair play.

play simplified versions of official and standard sport activities following the rules.	The child is passively engaged or does not follow the rules.	The child plays simplified versions of official sport activities and follows the rules to some extent.	The child plays simplified versions of official sport activities following the rules.	The child plays simplified versions of official sport activities following the rules and shows engagement in games.	The child actively engages in playing simplified versions of official sport activities, fully following the rules and showing enthusiasm.
develop strategies and understand how different tactics can influence a team game.	The child shows limited understanding of rules and strategies in games.	The child sees new developments in team games with the help of the teacher.	The child sees new developments in team games and changes tactics accordingly.	The child sees new developments in team games, changes tactics accordingly, and communicates with team members.	The child independently identifies new developments in team games, adjusts tactics, and effectively communicates with team members.

## Swimming

The child should	<b>+ Learning objectives are not yet achieved</b>	<b>++ A few learning objectives are achieved</b>	<b>+++ Learning objectives are partially achieved</b>	<b>++++ Learning objectives are almost completely achieved</b>	<b>+++++ Learning objectives are completely achieved</b>
develop turning (open turn/flip turn) at the side of the pool in different swimming styles.	The child tries to turn at the side of the pool but is unable to perform it.	The child is able to turn at the side of the pool after having a rest.	The child is able to turn at the side of the pool in one swimming style.	The child is able to turn at the side of the pool in different swimming styles.	The child confidently and efficiently turns at the side of the pool to suit all the swimming styles learnt.
swim 100 m wearing a life vest in order to manage an emergency situation.	The child tries to swim 100 m but only manages to swim a few meters.	The child manages to swim 100 m but has to rest or needs a person next to them.	The child almost manages to swim 100 m without help or swims 100 m without confidence.	The child can swim 100 m with a life vest to manage an emergency situation.	The child confidently swims 100 m with a life vest, fully prepared for emergency situations.
swim for 100 m using one of the three basic strokes.	The child tries to swim 100 m but only manages a few meters.	The child swims 100 m but needs to rest or requires assistance.	The child swims almost 100 m without help or swims 100 m without confidence.	The child swims 100 m using one of the three basic strokes with confidence.	The child swims 100 m using any of the three basic strokes with full confidence and proficiency.
fall into the water dressed in long trousers and sleeves, e.g., jump in feet first, head underwater, swim 80-100 m, swim 3-5 m underwater, and climb out (3 different tasks for survival swimming).	The child attempts the task but cannot fulfill any of the requirements.	The child manages parts of the task or requires help.	The child completes the task but not in one sequence or without confidence.	The child completes all requirements in one sequence with confidence.	The child performs all tasks in sequence with confidence and full mastery of the required skills.
swim/play in a team and follow the rules of games.	The child is passively engaged or does not respect the rules.	The child swims/plays in a team and partially follows the rules.	The child swims/plays in a team and follows the rules of games.	The child is actively involved in the team and follows the rules.	The child is fully engaged in team play/swim team, consistently following and understanding the rules.

## 7. ANNEXES

### ANNEX 1

#### Recommended list of equipment and facilities for Physical Education in Primary cycle

<u>Individual activities:</u>	mark with an X if available and numbers	<u>Individual activities</u>	mark with an X if available and numbers	<u>Individual / team activities</u>	mark with an X if available and numbers	<u>Individual / team activities</u>	mark with an X if available and numbers	<u>Individual / team activities</u>	mark with an X if available and numbers	<u>Swimming:</u>	mark with an X if available and numbers	<u>Outdoor facilities</u>
Parallel bars		Medicine balls		Sticks		Mini basketball goals		Music or sound system		Swimming belts		Football ground
Asymmetric bars		Landing pit for long jump		Skittles		Volleyball net		Selection of different music		Kick boards		Track and field area
Fixed bars		Running track		Hoops		Handball goals		Music instruments		Pull buoys		Access to area for orienteering exercises
Pairs of rings		High jump set (posts, rope, mat)		Skipping ropes		Football goals				Flippers		
Beams		Low hurdles		Wooden blocks		Mini football goals				Playing rafts		
Horse with pommel				Rubber rings		(Mini)-basket balls						

Boxes				Traffic cones		(sponge)-volley balls						
Bucks				Posts (1.50 m high)		Footballs						
Spring boards (Reuther)				Bat (any safe bat)		(sponge)-handballs						
Mini tramps				Hockey sticks		Tennis balls						
Ladders						Hockey balls						
Frames						Indoor hockey balls						
Small mats						(Soft)-Base balls						
Long mats												
Landing mattress												
3 Benches												
6 Climbing ropes												
								<b>Other equipment, please list and add numbers:</b>		<b>Other equipment , please list and add numbers:</b>		<b>Other outdoor facilities, please list and add numbers:</b>

## ANNEX 2

### General criteria for Achievement of Subject Objectives

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<p><b>+++++</b></p> <p><b>Learning objectives are completely achieved</b></p>	<p>Deep understanding</p> <p>High achievement.</p> <p>Able to explain concepts to others.</p>	<p>Accurate work showing a very good level of understanding and comprehension.</p>	<p>Works independently, showing self-confidence.</p>	<p>Use of the knowledge and skills in different situations and contexts</p> <p>Able to create own learning strategies.</p>
<p><b>++++</b></p> <p><b>Learning objectives are almost completely achieved</b></p>	<p>Good understanding of the objectives required by the syllabus.</p> <p>Few gaps remain.</p> <p>There is room for further acquisition.</p>	<p>Most of the results are correct showing a good level of understanding and comprehension.</p>	<p>Works almost independently; sometimes needs encouragement.</p>	<p>Use of the knowledge and skills with confidence.</p>
<p><b>+++</b></p> <p><b>Learning objectives are partially achieved</b></p>	<p>Partial understanding of most of the objectives required by the syllabus</p> <p>The knowledge and skills need to be further developed and practised.</p>	<p>Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.</p>	<p>Begins to work independently with occasional help from an adult or another pupil.</p>	<p>Able to use competence in common or simple situations only.</p>
<p><b>++</b></p> <p><b>A few learning objectives are achieved</b></p>	<p>Able to meet a minimum number of objectives required by the syllabus</p> <p>Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p><b>+</b></p> <p><b>Learning objectives are not yet achieved</b></p>	<p>Struggling to meet the objectives required by the syllabus.</p> <p>Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations.</p> <p>Weak performance.</p>

**Exceptional, excellent results – in comment boxes**