



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2018-05-D-24-en-2

Orig.: EN



Physical Education Syllabus - Secondary cycle¹

Approved by the Joint Teaching Committee at its meeting on 11 and 12 October 2018 in Brussels

Entry into force on 1 September 2019 for S1-S5

on 1 September 2020 for S6

on 1 September 2021 for S7

¹ The Joint Teaching Committee approved the Attainment Descriptors for Physical Education in the Secondary cycle (2016-10-D-9-en-3) at its meeting of 13 and 14 October 2016 in Brussels, with entry into force on 1 September 2018 for S1-S5, on 1 September 2019 for S6, and on 1 September 2020 for S7.

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 fulfilment 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

1.1. Subject specific Objectives

Physical Education as an integral part of the total development of the individual is a main aspect of the entire education. Its aim is to form a mature, autonomous, healthy, physically and socially educated citizen.

Physical Education promotes this aim with a wide range of sports activities within a safe and structured environment. It will be achieved through acquiring basic motor skills, health and fitness competences, sense of initiative and entrepreneurship, learning to learn competence, social and civic competence, playing competence, competitive competence, cultural awareness and expression.

Physical Education develops a positive attitude towards sports activities and a personal level of fitness. The learned competences help to pursue a healthy and active lifestyle.

Physical Education at Secondary cycle is built on the competences gained at Primary cycle.

2. Didactic principles

The following didactic principles are intended to guide the teaching and learning of PE Secondary:

- using a variety of approaches and teaching methods,
- using differentiation in order to meet students' individual needs,
- focusing on students' varied learning styles and pace of learning,
- developing student's autonomy progressively from cycle 1 to cycle 3,
- incorporating cross-curricular activities,
- using a range of teaching and learning resources including ICT,
- developing the knowledge of rules from cycle to cycle,
- improving students' performance by feedback, evaluation and self-evaluation.

3. Learning objectives

Cycle 1 (S1- S3)

At the end of cycle 1, the student should be able to:

1. demonstrate and link a variety of basic motor skills built upon in the Primary PE syllabus
2. understand the elementary concept of taught disciplines
3. participate and perform in different physical activities
4. respect rules and participate with fair play
5. understand the essential components of a healthy lifestyle
6. show awareness when exposed to different cultural activities

Cycle 2 (S4 - S5)

At the end of cycle 2, the student should be able to:

1. combine and perform motor skills with precision, control and fluency
2. understand the concept of the games, including basic tactical skills
3. participate and perform in individual and team sports
4. cooperate, take responsibility and participate with fair play
5. understand how different fitness components affect performance and a healthy lifestyle
6. show awareness and demonstrate creativity when exposed to different cultural activities

Cycle 3 (S6 - S7)

At the end of cycle 3, the student should be able to:

1. combine and perform advanced skills with precision, control and fluency
2. understand the complex concept of the games, including tactical skills
3. participate and perform in various individual and team sports
4. be autonomous, deal with and solve problems constructively
5. apply the knowledge of health and fitness, plan and evaluate his/her own lifestyle
6. show awareness of different cultural activities to foster their own creative expression

4. Contents

Cycle 1 (S1- S3)

The content of cycle 1 is built upon the competences gained during the Primary cycle. To ensure the learning objectives are met, the forward planning is based on the following structure:

2.1.1 Team Sports

During cycle 1, the following disciplines are taught: Basketball, Floorball, Football, Handball and Volleyball.

2.1.2 Individual Sports

In cycle 1 Athletics, Gymnastics and one Racket sport are compulsory elements. Swimming is compulsory if the facilities are available. Dance/Aerobics can be introduced.

2.1.3 Complementary Activities

Complementary Activities may be introduced depending on the school's facilities (e.g. Ultimate Frisbee, Tchoukball, Soft-Baseball, Tennis, Squash, Beach Volleyball, Kinball, Rugby, Martial Arts, Climbing, Nordic Walking, Orienteering, Cross-Country, Skating, Fitness, Rope-Skipping, Circus Skills).

Health related physical fitness and developing basic skills should be integrated into all areas of teaching.

Cycle 2 (S4 – S5)

The content of cycle 2 is built upon the competences gained during cycle 1. To ensure the learning objectives are met, the forward planning is based on the following structure:

2.2.1. Team Sports

During cycle 2 the following disciplines are further developed: Basketball, Floorball/Hockey, Football, Handball and Volleyball.

2.2.2. Individual Sports

In cycle 2 Athletics, Gymnastics and one Racket sport are compulsory and further developed.

Swimming is recommended if the facilities are available. Dance/Aerobics can be offered.

2.2.3. Complementary Activities

Complementary Activities may be introduced depending on the school's facilities (e.g. Ultimate Frisbee, Tchoukball, Soft-Baseball, Tennis, Squash, Beach Volleyball, Kinball, Rugby, Martial Arts, Climbing, Nordic Walking, Orienteering, Cross-Country, Skating, Fitness, Rope-Skipping, Circus Skills).

Health related physical fitness and developing basic skills should be integrated into all areas of teaching.

Cycle 3 (S6 – S7)

The content of cycle 3 is built upon the competences gained during cycle 2. To ensure the learning objectives are met, the forward planning is based on the following structure:

2.3.1. Team Sports/Individual Sports

In cycle 3, a minimum of 2 team sports and 2 individual sports are chosen each year from the following list:

Basketball, Football, Handball, Floorball/Hockey, Volleyball, Athletics, Fitness, Gymnastics, Racket sports and Swimming. Dance/Aerobics can be offered.

2.3.2 Complementary activities

Complementary activities may be continued and/or new ones introduced during this cycle.

Health related physical fitness and developing basic skills should be integrated into all areas of teaching.

5. Assessment

Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning outcomes.

Summative assessment provides a clear statement of the competences attained by a pupil at a particular point in time.

In all disciplines, assessment is based on harmonised testing developed by each PE department.

The following general principles of assessment of learning outcomes should be considered:

- performance should be assessed in reference to all the learning objectives set out in the syllabus
- assessment must relate to work which has been covered in the course
- all types of work done by pupils on the course should be part of the assessment process
- pupils should be aware of the attainment descriptors to be achieved

5.1. Subject-specific assessment

In Physical Education, all types of practical achievements accomplished by the pupils should be part of the assessment process.

Pupils should be aware of the learning objectives to be attained at the end of each cycle (see attainment descriptors, part 6).

Cycle 1 (S1 - S3)

During this cycle, assessment should focus on: participation, effort, progress, performance and social behaviour.

In all disciplines, assessment should mainly focus on technical demonstrations and/or elementary game situations.

Cycle 2 (S4 - S5)

During this cycle assessment is expressed as an **A mark** and a **B mark** of equal weight.

The **A mark** focuses on: attendance, participation, effort, progress and social behaviour.

The **B mark**

- a) in team sports should focus on technical demonstrations and/or game situations including basic tactical skills,
- b) in individual sports should focus on advanced technical demonstrations.

Cycle 3 (S6 – S7)

The **A mark** focuses on: participation, effort, progress, social behaviour and the ability to be autonomous.

The **B mark** focuses on the student's performance in all activities linked to the learning objectives.

S 6:

During this year assessment is expressed as an **A mark** and a **B mark** of equal weight.

S 7:

During this year the preliminary mark (**C mark**) for the European Baccalaureate will be automatically calculated on the basis of the

A mark (40%) and the **B mark** (60%) (see document 2015-05-D-12-en, 6.3.3).

5.2. Definitions

Participation

The student is involved in and takes responsibility for the preparation of group or individual activities and participates with a positive attitude and commitment.

Effort

The student participates in class at an adequate level of his/her physical capacities.

Social behaviour

The student participates with fair play, respecting others and the rules.

He takes responsibility for himself and others as well as for materials/equipment.

He cooperates with others and works towards a common goal.

He takes responsibility for the security of others.

He deals with conflicts constructively.

Ability to be autonomous

The student shows initiative in developing the group and individual activities.

He is also open to and objectively critical of initiatives presented by others.

He is able to work independently.

He is able to identify, select and apply work methods in a critical and creative way.

He takes responsibility to complete tasks.

He understands the value of activities that involve effort, initiative and creativity.

He is able to assess and control the development of the task undertaken.

5.3. Attainment Descriptors - Physical Education Secondary

Cycle 1 (S1-S3)

Mark	Denominator	Grade	Competences
9-10	excellent	A	<p><u>Basic motor skills</u>: The student shows an excellent ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows an excellent ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates an excellent understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows an excellent performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates an excellent understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows an excellent awareness and creativity when exposed to different cultural activities.</p>
8-8,9	very good	B	<p><u>Basic motor skills</u>: The student shows a very good ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows a very good ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates a very good understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a very good performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates a very good understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a very good awareness and creativity when exposed to different cultural activities.</p>
7-7,9	good	C	<p><u>Basic motor skills</u>: The student shows a good ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows a good ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates a good understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a good performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates a good understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a good awareness and creativity when exposed to different cultural activities.</p>
6-6,9	satisfactory	D	<p><u>Basic motor skills</u>: The student shows a satisfactory ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows a satisfactory ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates a satisfactory understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a satisfactory performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates a satisfactory understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a satisfactory awareness and creativity when exposed to different cultural activities.</p>

5-5,9	sufficient	E	<p><u>Basic motor skills</u>: The student shows sufficient ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows sufficient ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates sufficient understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows sufficient performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates sufficient understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows sufficient awareness and creativity when exposed to different cultural activities</p> <p>The student shows some ability to</p>
3-4,9	failed (weak)	F	<p><u>Basic motor skills</u>: The student shows little ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student shows little ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates little understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student shows little performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates little understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows little awareness and creativity when exposed to different cultural activities.</p>
0-2,9	failed (very weak)	FX	<p><u>Basic motor skills</u>: The student fails to show ability to link and vary skills.</p> <p><u>Social and civic competence</u>: The student fails to show ability to participate with fair play.</p> <p><u>Playing competence</u>: The student demonstrates no understanding of the elementary concept of the games.</p> <p><u>Competitive Competence</u>: The student fails to show performance, participation and behaviour in different physical activities.</p> <p><u>Health and fitness competence</u>: The student demonstrates no understanding that activity, nutrition, hygiene and safety are essential components of a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student fails to show awareness and creativity when exposed to different cultural activities</p>

Cycle 2 (S4-S5)

Mark	Denominator	Grade	Competences
9-10	excellent	A	<p><u>Motor skills</u>: The student shows an excellent ability to combine skills and performs them with consistent precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows an excellent ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student demonstrates an excellent understanding of the concept of the games, including basic tactical skills.</p> <p><u>Competitive Competence</u>: The student shows an excellent performance, participation and behaviour in most individual and team sports.</p> <p><u>Health and fitness competence</u>: The student demonstrates an excellent understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses an excellent awareness and creativity when exposed to different cultural activities.</p>
8-8,9	very good	B	<p><u>Motor skills</u>: The student shows a very good ability to combine skills and performs them with consistent precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a very good ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student demonstrates a very good understanding of the concept of the games, including basic tactical skills.</p> <p><u>Competitive Competence</u>: The student shows a very good performance, participation and behaviour in many individual and team sports.</p> <p><u>Health and fitness competence</u>: The student demonstrates a very good understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses a very good awareness and creativity when exposed to different cultural activities.</p>
7-7,9	good	C	<p><u>Motor skills</u>: The student shows a good ability to combine skills and performs them with precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a good ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student demonstrates a good understanding of the concept of the games, including basic tactical skills.</p> <p><u>Competitive Competence</u>: The student shows a good performance, participation and behaviour in many individual and team sports.</p> <p><u>Health and fitness competence</u>: The student demonstrates good understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses a good awareness and creativity when exposed to different cultural activities.</p>

6-6,9	satisfactory	D	<p><u>Motor skills</u>: The student shows a satisfactory ability to combine skills and performs them with control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a satisfactory ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student demonstrates a satisfactory understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a satisfactory performance, participation and behaviour in some individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has a satisfactory understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses a satisfactory awareness and creativity when exposed to different cultural activities.</p>
5-5,9	sufficient	E	<p><u>Motor skills</u>: The student shows a sufficient ability to combine skills and performs them with control.</p> <p><u>Social and civic competence</u>: The student shows sufficient ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student demonstrates sufficient understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows sufficient performance, participation and behaviour in some individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has sufficient understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses sufficient awareness and creativity when exposed to different cultural activities.</p>
3-4,9	failed (weak)	F	<p><u>Motor skills</u>: The student shows little ability to combine skills and performs them with control.</p> <p><u>Social and civic competence</u>: The student shows little ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student has little understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows little performance, participation and behaviour in few individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has little understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows and expresses little awareness and creativity when exposed to different cultural activities.</p>
0-2,9	failed (very weak)	FX	<p><u>Motor skills</u>: The student fails to show ability to combine skills and performs them with control.</p> <p><u>Social and civic competence</u>: The student fails to show ability to co-operate and to take responsibility for themselves, others and equipment.</p> <p><u>Playing competence</u>: The student has no understanding of the concept of the games, including basic tactical skills.</p> <p><u>Competitive Competence</u>: The student fails to show performance, participation and behaviour in individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has no understanding of how the different components of fitness affect performance and a healthy lifestyle.</p> <p><u>Culture awareness and expression</u>: The student fails to show and express awareness and creativity when exposed to different cultural activities.</p>

Cycle 3 (S6-S7)

Mark	Denominator	Grade	Competences
9-10	excellent	A	<p><u>Complex motor skills</u>: The student shows an excellent ability to combine and select advanced skills, performs them with consistent precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows an excellent ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates an excellent understanding of the complex concept of the games, including tactical skills.</p> <p><u>Competitive Competence</u>: The student shows an excellent performance, participation and behaviour in most individual and team sports.</p> <p><u>Health and fitness competence</u>: The student applies excellently the knowledge of health and fitness, to plan and evaluate their own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows an excellent awareness of different cultural activities to foster their own creative expression.</p>
8-8,9	very good	B	<p><u>Complex motor skills</u>: The student shows a very good ability to combine and select advanced skills, performs them with consistent precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a very good ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates a very good understanding of the complex concept of the games, including tactical skills.</p> <p><u>Competitive Competence</u>: The student shows a very good performance, participation and behaviour in many individual and team sports.</p> <p><u>Health and fitness competence</u>: The student applies very well the knowledge of health and fitness, to plan and evaluate their own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a very good awareness of different cultural activities to foster their own creative expression.</p>
7-7,9	good	C	<p><u>Complex motor skills</u>: The student shows a good ability to combine and select advanced skills, performs them with precision, control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a good ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates a good understanding of the complex concept of the games, including tactical skills.</p> <p><u>Competitive Competence</u>: The student shows a good performance, participation and behaviour in many individual and team sports.</p> <p><u>Health and fitness competence</u>: The student applies well the knowledge of health and fitness, to plan and evaluate their own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a good awareness of different cultural activities to foster their own creative expression.</p>
6-6,9	satisfactory	D	<p><u>Complex motor skills</u>: The student shows a satisfactory ability to combine advanced skills and performs them with control and fluency.</p> <p><u>Social and civic competence</u>: The student shows a satisfactory ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates a satisfactory understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a satisfactory performance, participation and behaviour in some individual and team sports.</p> <p><u>Health and fitness competence</u>: The student applies some knowledge of health and fitness, to plan and evaluate his/her own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows a satisfactory awareness of different cultural activities to foster their own creative expression.</p>
5-5,9	sufficient	E	<p><u>Complex motor skills</u>: The student shows sufficient ability to combine advanced skills, performs them with control.</p> <p><u>Social and civic competence</u>: The student shows sufficient ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates sufficient understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows sufficient performance, participation and behaviour in some individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has sufficient knowledge of health and fitness, to plan and evaluate his/her own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows sufficient awareness of different cultural activities to foster their own creative expression.</p>

3-4,9	failed (weak)	F	<p><u>Complex motor skills</u>: The student shows little ability to combine advanced skills and performs them with control.</p> <p><u>Social and civic competence</u>: The student shows little ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student demonstrates little understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student shows a little performance, participation and behaviour in few individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has little knowledge of health and fitness, to plan and evaluate his/her own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student shows little awareness of different cultural activities to foster their own creative expression.</p>
0-2,9	failed (very weak)	FX	<p><u>Complex motor skills</u>: The student fails to show ability to combine advanced skills and performs them with control. <u>Social and civic competence</u>: The student fails to show ability to be autonomous, deal with and solve problems constructively.</p> <p><u>Playing competence</u>: The student has no understanding of the concept of the games.</p> <p><u>Competitive Competence</u>: The student fails to show performance, participation and behaviour in individual and team sports.</p> <p><u>Health and fitness competence</u>: The student has no knowledge of health and fitness, to plan and evaluate their own lifestyle.</p> <p><u>Culture awareness and expression</u>: The student fails to show awareness of different cultural activities to foster their own creative expression.</p>

Annex: Disciplines

Athletics

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Coordination	Running-ABC Rhythm	Running-ABC	Running-ABC
Sprint	50-100 M Standing start	50-200 M Hurdles Shuttle-run Crouch start	50-400 M Relay
Middle distance run	800 – 1000 M	800 – 1500 M	800 – 3000 M
Endurance	10 – 20 minutes run	15 – 25 minutes run	20 – 30 minutes run
Jumping	High jump Long jump	High jump Long jump	High jump Long jump
Throwing	Slap-ball throwing	Spinning techniques	Shot-put

Badminton

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Footwork	Court movement /central position		
Grips	Forehand Backhand		
Service	Long/short service (forehand and Backhand)	Long/short service (targets)	Flick service and serve deception
Strokes	Underhand clear Overhead clear Net play	Smash Drop shot Overhead clear (different court positions)	Forehand drive Backhand drive Backhand clear Overhead clear (all court position)
Tactics	Single tactics	Double tactics	Side to side defensive position Front and Back attacking positions
Rules	Develop rules according to the content		

Basketball

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Shooting	Set and jump shot Lay up (strong hand, after dribble)	Set and jump shot after one or two feet stop Lay up (after pass)	Set and jump shot, lay up in a game situation
Passing and receiving	Chest pass, bounce pass, overhead pass Receiving a pass in motion	One and two hand pass after dribble Receiving a pass against a defender	Passing and receiving in a game situation
Dribble	Left and right hand	Against a defender Changing direction and speed	Changing direction and speed in a game situation
Footwork	One and two feet stop Pivot		
Defence	Man-to-man defence	Man-to-man defence with a switch	
Tactics	Basketball specific small games	Conditioned games	5v5 using full court rules
Rules	Develop rules according to the content		

Dance

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Dancing techniques	Basic routines (turning, jumping, walking, falling...) Central stage In rhythm with music	Complex routines with different energies All stage used Varied speed	Complex routines with different energies and emotions Use of horizontal and vertical space
Choreography	Entry and ending Storytelling, imitating gestures	Develop a creative theme Knowledge of the different tools of composition (in unison, staggered, cascade...)	Synchronization with music and partners
Choreographer	Cooperates and creates a choreography with a partner	Cooperates and creates a choreography with 2 or 3 people	Creativity and originality
Judge	Developing the judgment according to the content		
Dancer	Focused	Present and engaged	Confident, generating emotions
Aerobic Fitness Step-aerobic	Cardiovascular endurance (cardio work) Muscular endurance (leg, upper body and abdominal strength)		
	Spatial awareness Basic step-aerobic patterns (rhythm)	Circuit training – aerobic, fitness workout Specific step-aerobic movements at an appropriate level of intensity	Sets of strengthening exercises Complex step-aerobic choreography

Football

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6 –S7)
Dribbling	Left and right foot	Against a defender Changing direction and speed	Changing direction and speed in a game situation
Passing and controlling	Short distance pass Direct pass Low pass Control the ball	Short and long distance pass Give and go Pass and control the ball under pressure	Passing and controlling in a game situation
Shooting / Crossing	Shooting stationary ball Target shooting	Shooting a moving ball Target and goal shooting	Shooting in a game situation
Tactics	Football specific small games	Conditioned games	Game using full rules
Rules	Develop rules according to the content		

Gymnastics

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Floor work	Forward roll Backward roll Handstand Headstand Cartwheel Balances Jumps	Front summersault with take-off board Round off Basic floor gymnastics routines	Linking movements to develop sequences - floor gymnastics routines
Vaulting: box and horse	Straddle jump Tucked jump	Combinations of straddle and tucked jumps	Rotation vaulting
Beam	Mounts - dismounts Footwork - turns, leaps, jumps Balance - arabesque, front scale	Combinations and routines of footwork and balances	Rolls and rotations Combinations and sequences of footwork, balances, rolls and rotations
Bars: parallel/horizontal/asymmetric	Mounts - dismounts Swings – tap swing, half tap, glide swing Forward roll on bars Front mill circle	Front hip circle Back hip circle Pullover	Combinations and sequences of learnt elements

Floorball /hockey

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Grips	Two handed Double V Short handle	One handed Reverse	Shooting, dribbling, passing and controlling in a game situation
Shooting	Hit, push, rebounds	Open and reverse stick	
Passing and Controlling	Push, hit, open stick receiving Drag right to left	Open and reverse passing and receiving	
Dribbling	Ball carrying position, slalom, Indian dribble	One handed open and reverse stick	
Defence	Interception open stick	Reverse stick tackle Man to man marking	Develop defence in a game situation
Tactics	Man to man Offensive zone defence Give & Go Playing positions in attack	Offensive zone defence formations Conditioned games	Different offensive defence formations Full game rules
Rules	Develop rules according to the content		

Handball

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Ball handling	Basic movements with the ball: dribbling, catching, passing	Dribbling, catching, passing against a defender (handball- related games)	Dribbling, catching, passing in a game situation
Throwing	overarm shot, jumpshot Throwing on targets/throwing on goal	Throws under pressure Throwing on goal from different positions / game situations	Throwing on goal in a game situation
Feints	Fake run	Fake pass	Fake throw
Defence	Holding the opponent: physical contact "tackling" (1:1)	Single block	Double block
Tactics	Man to man Offensive zone defence Give & Go Playing positions in attack	Offensive zone defence formations Conditioned games	Different offensive defence formations Full game rules
Rules	Develop rules according to the content		

Swimming

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Strokes	Breaststroke Freestyle Backstroke		
Starts	Entries Block start Diving		
Turns	Flip turn Wall / open turn		
Diving	Deep diving Distance diving		
Endurance swimming	Distance / time swimming		
Rescue swimming and lifesaving	Towing techniques Rescue and liberating hand-movements First aid at swimming accidents Specific "rescue" swimming strokes		

Table Tennis

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Basic TT elements	Shake hand grip Position to the Ball Sweetspot	Foot work Spin	
Service	Forehand	Backhand	Topspin / slice - apply techniques in a game situation
Forehand	Forehand drive	Topspin / Slice	Apply techniques in a game situation
Backhand	Backhand push	Topspin / Slice	Apply techniques in a game situation
Tactics	Single	Double	Offensive / defensive play
Rules	Develop rules according to the content		

Volleyball

Topic	Cycle 1 (S1-S3)	Cycle 2 (S4-S5)	Cycle 3 (S6-S7)
Service	Underarm serve	Overarm serve	Serve on target
Dig	Keep the ball in play	Frontal on target	Dig in a game situation
Set pass	High ball to next player	Short and long	Forward and backward Set pass in a game situation
Smash	Feints (lob) 1 or 2 hands	Drive with ball rotation	Smash straight down (jump)
Block		Single block	Block in a game situation
Defence	Frontal on spot	With movement	Defence in a game situation
Tactics		6v6	6v6 / Setter Position II and/or III
Rules	Develop rules according to the content		