

The learning targets and examples of activities of different Key Learning Stages

Strands Learning Targets Key Learning Stages	Motor and Sports Skills; Health and Fitness; Sports-related Values and Attitudes; Knowledge and Practice of Safety; Knowledge of Movement; Aesthetic Sensitivity
Key Stage One (P1 - P3)	<ul style="list-style-type: none"> • To develop locomotor movement skills, stability movement skills and manipulative movement skills through fundamental movement activities and physical play. • To acquire basic knowledge about fundamental movement and know the health benefits of physical activities. • To be able to express oneself and be creative in physical activities. • To develop positive attitudes towards participation in physical activities.
Key Stage Two (P4 - P6)	<ul style="list-style-type: none"> • To develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity. • To acquire basic knowledge about physical activities and their contribution to health. • To communicate effectively and be co-operative with others. • To follow rules and regulations and demonstrate fair play.

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Key Stage Three (S1 - S3)	<ul style="list-style-type: none"> • To acquire and apply basic skills in at least eight different physical activities from not less than four areas which include games and competitions, as well as to participate actively and regularly in at least one PE-related co-curricular activity. • To be able to apply theories of physical activities and training principles in a health-related fitness programme. • To be able to think critically about debating issues in PE and sport. • To demonstrate appropriate etiquette and sportsmanship in physical activities.
Key Stage Four (S4 and above)	<ul style="list-style-type: none"> • To refine learnt skills and acquire skills of novel events of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity. • To be able to analyse physical movement and evaluate the effectiveness of a health-related fitness programme. • To be able to apply problem-solving skills when facing problems in a PE learning context. • To take the role of sports leader or junior coach and to demonstrate responsibility and leadership in school and the community. • To maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties, and other personal qualities to daily and social life.

3.3.2 Selection of Content

- ♦ Examples of activities that could be included in the PE curriculum:

Areas of Activity	Activities
Fundamental Movement (For KS1)	Activities and games to develop locomotor movement skills, stability movement skills and manipulative movement skills
Athletics	Track events, Jumping events, Throwing events, Cross Country Run, etc
Ball Games	Team Games: Basketball, Football, Volleyball, Handball, Hockey, Rugby, Softball, Netball, etc
	Racket Games: Badminton, Table-tennis, Squash, Tennis, etc
Gymnastics	Basic Gymnastics, Educational Gymnastics, Rhythmic Gymnastics, Sports Acrobatic, Trampolining, etc
Swimming and Aquatic Sports	Basic Swimming Strokes, Life Saving, Survival in the Water, Synchronised Swimming, Canoeing, Rowing, Sailing, Windsurfing, etc
Dance	Rhythmic Movements, Western Folk Dance, Chinese Dance, Social Dance, Creative Dance, Jazz Dance, etc
General Physical Fitness Activities	Circuit Training, Resistance Training, Cardiorespiratory Fitness Training, Endurance Training, etc
Outdoor Pursuits	Hiking, Camping, Orienteering, Excursion, etc
Others	Jump Rope, Shuttlecock, Aerobic Dance, Golf, Chinese Martial Arts, Cycling, Ice Sports, etc

Source: Curriculum Development Council (2002). Physical Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3). Hong Kong: Education Department