

Physical Education

P1 Orientation Week 2024 Briefing for Parents



Leaders of Character, Championing Service and Excellence

PE Department



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Purpose of Physical Education

The purpose of physical education is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a lifetime of active, healthy living.



Aim: Encourage Kids to be Active After Leaving School

Key Features:

A greater focus on building a strong foundation in fundamental movement skills (FMS) and broad-based development through a range of enjoyable and varied physical activities.

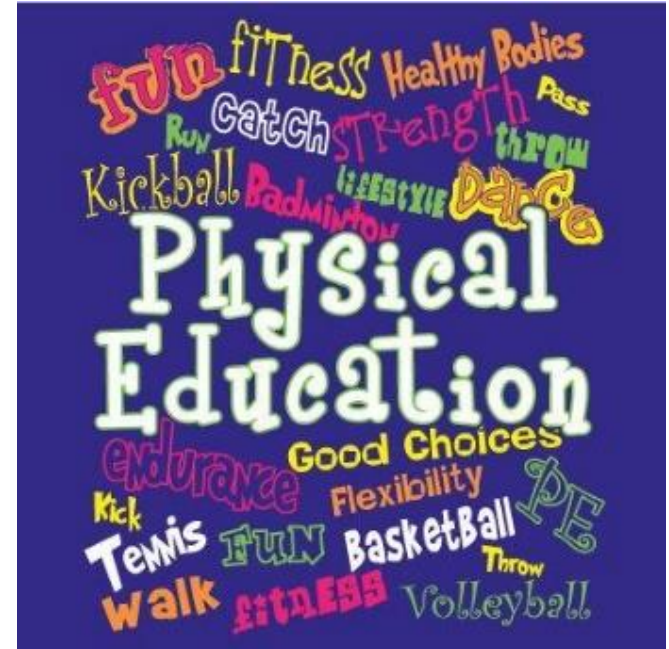
Enjoyment of Active and Healthy Living



What will my child be learning during PE?

3 Learning Areas:

1. Physical Activity
 - Athletics (From P4 onwards)
 - Dance
 - Games & Sports
 - Gymnastics
 - Swimming (P3)
2. Outdoor Education
3. Physical Health and Safety



Focus:

Fundamental Movement Skills

Key Features:

FMS, incorporating movement concepts of **body awareness**, **space awareness**, **effort and relationships**, will be taught across the learning areas of athletics, dance, games/sports, gymnastics, and swimming.



Motor Skills

Locomotor skills	Non-locomotor skills	Manipulative skills
walking, running, leaping, jumping, hopping, skipping, galloping, sliding, crawling, rolling ¹ /rotating ²	curling, stretching, twisting, turning, spinning, pushing, pulling, rocking, swinging, swaying, hanging ³ , pivoting, balancing, counterbalance, counter-tension	rolling ¹ , throwing, catching, bouncing, dribbling, trapping, punting, kicking, volleying, striking

[Purpose of PE: Active and Healthy Living]

Movement Concepts

Body Awareness (what the body is doing)	Space Awareness (where the body is moving)	Effort (how the body is moving)	Relationships (with whom or what the body is relating as it moves)
<p>Body Parts</p> <ul style="list-style-type: none"> • Head, shoulders, elbows, wrists, hands, fingers, belly, chest, back, bottom, hips, knees, ankles, feet and toes. <p>Body Shapes</p> <ul style="list-style-type: none"> • Narrow, wide, round, twisted, symmetrical and asymmetrical, <p>Actions of body parts</p> <ul style="list-style-type: none"> • Weight bearing, apply/receive force or weight, lead the action and weight transfer <p>Action of the whole body</p> <ul style="list-style-type: none"> • Locomotor, non-locomotor, manipulative <p>Body positions^[4]</p> <ul style="list-style-type: none"> • Lie, sit, stand, prone, supine, kneel, inverted <p>Body surface⁴</p> <ul style="list-style-type: none"> • Front, back, side, top, bottom 	<p>Location/Space</p> <ul style="list-style-type: none"> • Personal, general, boundary <p>Direction</p> <ul style="list-style-type: none"> • Forward, backward, left, right, up, down, diagonal, clockwise, counterclockwise <p>Level</p> <ul style="list-style-type: none"> • High, medium, low <p>Pathway</p> <ul style="list-style-type: none"> • Straight, curved, zigzag, <p>Extension</p> <ul style="list-style-type: none"> • Small, large <p>Planes</p> <ul style="list-style-type: none"> • Sagittal, transverse, frontal 	<p>Time</p> <ul style="list-style-type: none"> • Fast/sudden, slow/sustained, steady, irregular, accelerating, decelerating <p>Force</p> <ul style="list-style-type: none"> • Hard/strong/firm, Soft/weak, heavy, light <p>Flow</p> <ul style="list-style-type: none"> • Bound/stoppable, Free/ongoing 	<p>People</p> <ul style="list-style-type: none"> • Solo, alone in a mass, partners, even/uneven groups, individual to group, group to group <p>Position</p> <ul style="list-style-type: none"> • Above/below, over/under, inverted, mount/dismount, in front of/behind, beside, alongside, through, surround, around, between, support/supported, lift/lifted, meet/part, near to/far from, lead/follow <p>Timing</p> <ul style="list-style-type: none"> • Simultaneous <ul style="list-style-type: none"> - Mirror, match, contrast, unison • Alternate <ul style="list-style-type: none"> - Take turns • Successive <ul style="list-style-type: none"> - Movement sequence, canon, question/answer, act/react, lead/follow <p>Goal</p> <ul style="list-style-type: none"> • Cooperative, collaborative, competitive <p>Environment</p> <ul style="list-style-type: none"> • Static, dynamic

[Purpose of PE: Active and Healthy Living]

Learning Outcomes for Outdoor Education

- Equips students with outdoor competencies to explore the natural and urban environments safely and responsibly.



Outdoor Education Framework

Learning Outcomes for Physical Health and Safety

- Stimulates students' interest in physical activity as meaningful connections between health concepts and practical applications are made through experiential learning.
- Through authentic learning experiences, students develop an understanding in physical health concepts, healthy and active living, safe practices, and personal hygiene. **They pursue physical activities that interest them regularly and safely, make healthier food choices and take care of themselves.**
- Building on the knowledge, skills and learning experiences, students learn to evaluate their lifestyles and work towards healthier behaviours. As students mature, they build the commitment to **lead an active and healthy lifestyle and encourage others to do so.**



MY SPORTS JOURNEY IN PVPS



P1

PVPS Olympics
PVPS Family Run&Walk Challenge
Orientation Games
Sports Enrichment (Jump Rope)
Programme for Active Learning (PAL)
PE Lessons



P3

PVPS Olympics
PVPS Family Run&Walk Challenge
PE Lessons



P5

PVPS Olympics
PVPS Family Run&Walk Challenge
SwimSafer 2.0
Cohort Outdoor Adventure Camp
PE Lessons

P6

PVPS Olympics
PVPS Family Run&Walk Challenge
Inter-Class Games
PE Lessons

P2

PVPS Olympics
PVPS Family Run&Walk Challenge
Sports Enrichment (Wushu)
Programme for Active Learning (PAL)
PE Lessons

P4

PVPS Olympics
PVPS Family Run&Walk Challenge
PE Lessons

P1

P2

P3

P4

P5

P6

Camp
Excellence

FFP

Active
Friday

Unstructured
Play

Key PE Events & Programmes for P1 2024

- Jump Rope Programme (Sports Enrichment)
- Programme for Active Learning (PAL)
- Active Friday
- Unstructured Play during Recess
- PVPS Olympics
- PVPS Family Run & Walk Challenge

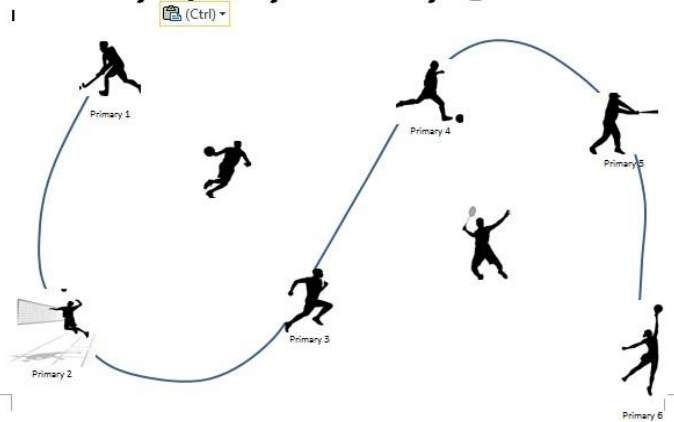
My Sporty Handbook

PARK VIEW PRIMARY
MY SPORTY HANDBOOK

- Skills Checklists
- Knowledge on Sports & Games
- Health Education
- Values Education
- Olympics Education



My Sporty Journey @PVPS



PRIMARY 1

NAME : _____

CLASS : _____

CCA : _____



Safety In PE

- Medical records/injuries/illness – to inform PE teachers prior to the start of PE lessons
- To wear proper PE attire/shoes for PE lessons
- To bring water bottle to school every day!



8 Get them involved in sports

Research shows that being physically active helps kids do better in their studies

MYTH "Too much sports and ECA will distract my child from his studies."

REALITY Sports and extra-curricular activities enhance academic performance.

MOST parents think extra-curricular activities (ECAs), especially sports, are a waste of time and an unnecessary distraction for their children – especially in the lower primary levels.

Older children actively involved in sports or school clubs are often told by their parents to drop these activities months or even a year before major examinations.

But parents should pay heed to research showing that children involved in sports tend to do better in their studies.

WHAT RESEARCH SHOWS

It is well documented that regular physi-

40 minutes a day of aerobic exercise improved "executive functions" – the aspect of intelligence that helps us pay attention, plan and resist distractions.

Yet another experiment showed that the brains of physically fit children showed evidence of more extensive processing during each task.

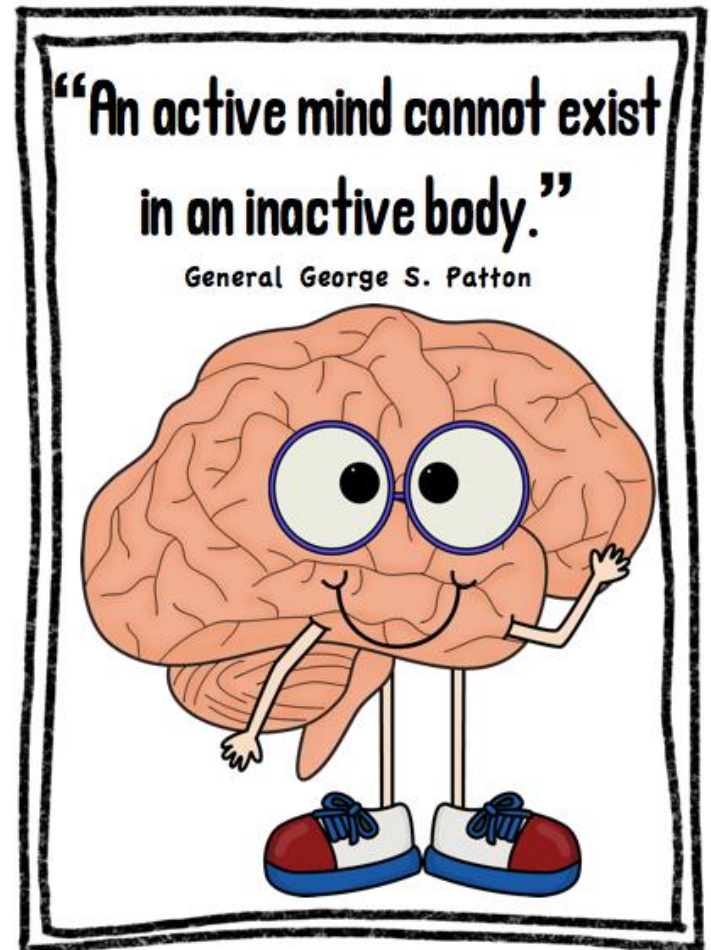
Compared to sedentary kids, fit children had faster reaction times.

In a 2002 study by the California Department of Education, reading and mathematics scores were matched with fitness scores of over 900,000 students, aged 11, 13 and 15.

It found that higher achievement was associated with increased levels of fitness for every age group studied. The relationship between academic achievement and fitness was greater in mathematics than in reading, particularly in the fittest individuals.

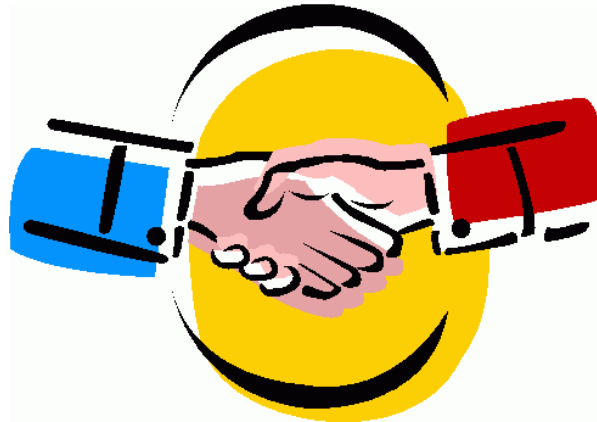
Students who met minimum fitness levels in three or more physical areas showed the greatest gains in academic achievement at all three ages.

Other research has found that ECAs



Parents As Partners

- Encourage physical activities
- Encourage your child to participate actively in school activities
- Refer to “My Sporty Handbook” occasionally



School Philosophy: Every Child Matters



Thank You

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