

Subject field: Physical education

1. General Principles

1.1. Physical Education Competence

The objective of physical education in basic school is to develop students' age-appropriate physical education competence: ability to recognise the value of physical activity and healthy living as a part of one's lifestyle; ability to assess one's physical fitness level and readiness to practice suitable sports or exercise; ability to show tolerance towards peers, follow the rules of fair play and value cooperation during sports and exercise.

In developing these competencies basic school graduates will be expected to possess the capability to be able to:

- 1) understanding the importance of physical activity to health and physical ability and the need for regular exercising;
- 2) wishing to be healthy and have good posture;
- 3) master basic knowledge and skills to exercise independently both indoors and in the open air;
- 4) follow safety and personal hygiene requirements when exercising/practising sport and know how to act in emergency situations that may occur while practising sports;
- 5) enjoying exercising/practising sports and being ready to learn new motor skills and exercise/practise sports independently;
- 6) know the principles of fair play, are cooperative and exercise/practise sports respecting fellow students and agreed rules / competition regulations and preserving the environment;
- 7) acquiring the techniques of sports/forms of exercise included in the syllabus for basic school;
- 8) monitor their physical fitness, know how to improve their performance ability through regular training;
- 9) are interested in the sports and dance events held in Estonia and around the world; and
- 10) appreciate the tradition of Estonian dance festivals.

1.2. Volume of the subject of physical education

The subject field includes physical education taught from Forms 1 to 9.

The design of required learning outcomes and contents in physical education is based on the division of weekly lessons between study stages.

1st stage of study – 8 lessons per week

2nd stage of study – 8 lessons per week

3rd stage of study – 6 lessons per week

The distribution of weekly hours of subjects within stages of study is specified in the school curriculum considering that the expected learning outcomes and learning and educational objectives would be achieved.

1.3. Description of the Subject Field

As part of the subject field, physical education supports students in developing a health-conscious lifestyle, creates a basis for students' independent exercising routine, facilitates interest in sports and dance events, encourages students to follow competitions and events and to participate in them. Physical education supports development of students' physical/motor abilities, as well as moral, social and aesthetic development and growth as wholesome persons.

In physical education lessons students are guided to monitor their physical fitness level and to improve it through regular training and acquiring new (including independently acquired) knowledge and skills. Exercising and practising sports in an environmentally friendly manner, being respectful towards fellow students and valuing cooperation and the principles of fair play support students' social and moral development.

Physical education proceeds from the need to support the development of students to become healthy individuals with good physical abilities. The knowledge, skills and experiences acquired in physical education lessons encourage students' diverse development and enable them to find a suitable, safe and healthy exercising routine.

Basic school physical syllabus includes gymnastics, athletics (the learning outcomes and content of the 1st stage of study including running, jumps and throws as the main forms of exercise), exercises and team sports (basketball, volleyball and football – the school is obliged to teach two of these), dancing activities, winter sports (skiing and skating – the school is obliged to teach one of these) and orienteering as primary areas. Students complete a basic swimming course at the 1st or 2nd stage of study. Knowledge about sport and exercising/practising sports is introduced through practical activities and/or guiding students towards independent (extracurricular) learning.

When organising physical education, the schools have to take into account the interests of students, sports or exercise traditions of the school and/or locality and existing sporting facilities. For this purpose, it is envisaged that the learning outcomes specified in the subject syllabus of physical education are achieved within 75-80% of the prescribed number of lessons.

Schools are allowed to use 20-25% of the prescribed physical education lessons to teach sports and forms of exercise not included in the syllabus (handball, hockey, baseball, badminton, different dance styles etc), to reinforce the skills of the main fields of area included in the syllabus or to teach these in a more profound manner.

Dancing activities performed in physical education lessons may be integrated with other sports and forms of exercise. It is important to be familiar with popular Estonian folk dances and dance elements, which connect students with the tradition of folk dance festivals.

The subject teacher selects the contents of education in consideration of achievability of the learning outcomes, subject field competences and general competences for that study stage.

1.4. Options of Forming General Competencies

The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher’s values and self-assertion skills creating a suitable learning environment and influencing students’ values and behaviour.

Cultural and value competence. Physical education supports the promoting health and sustainable lifestyles. The understanding that it is necessary to protect and strengthen one’s health helps students make reasonable choices in their health behaviour. Respect towards nature and material values created by people encourages environmentally friendly practising of exercise/sports. Helpful and friendly attitude towards one’s fellows and following the principles of fair play in sports activities support the development of moral personality.

Social and citizenship competence. Cooperation while exercising/practising sports teaches students to accept differences between people, to take these into account when communicating, and also to assert themselves. Physical education promote polite, attentive, helpful and tolerant attitude towards fellow students.

Self-awareness competence. Physical education promote the ability to assess one’s physical abilities and readiness to improve them but also the capability to monitor and control one’s behaviour, follow a healthy lifestyle and prevent dangerous situations.

Learning to learn competence. Students develop the skill to analyse and assess their level of motor skills and physical abilities and plan further methods to improve them.

Communication competence. It is important to know and use specific sports and dance vocabulary, to develop self-expression skills, and to read/understand informative and functional texts.

Mathematics and natural sciences and technology competence. Analysis of sports-related technical skills, explication of physical performance ability and the dynamics of sports results require that students are able to use mathematical language, relations, methods, etc., and support development of mathematical competence. They learn to analyse information associated with recreational sports and make evidence-based decisions. They learn how to use technological tools.

Entrepreneurial competence. Physical education promote the students’ ability to see problems and find solutions, set objectives, generate ideas and find suitable means and methods for implement them. In physical education studies students learn how to analyse their level of physical abilities and motor skills, plan further activities and act in a directed manner towards improving their health and physical ability. Cooperation with fellow students while exercising/practising sports develops coping skills and the courage to take risks.

1.5. Options for Integrating Physical education with Other Subject Fields

Language and literature, including foreign languages. The ability to understand oral and written text is developed by reading and listening to texts of different purposes and types related to sports and health (e.g., competition records, sports news, health information, etc.). Education contributes to the ability of clear

and relevant self-expression, using appropriate linguistic means and subject-specific terminology. Foreign language competence is supported by reading foreign-language texts on sports and health topics.

Math. Mathematical skills (calculation, counting, comparison, measurement) and concepts (geometrical shapes, measurement units, coordinates) are used to develop all constituent skills of physical education.

Natural science. Physical education is supported by appreciation of the environment while exercising / practicing sports. Physical education also helps to reinforce knowledge and skills acquired in human studies, biology, physics and geography.

Social subjects. Knowledge about national and international exercising and sports culture gained in physical education lessons expands students' horizons. Adoption of a lifestyle valuing health and awareness support the students' development as active and responsible citizens.

Art subjects. Students' attention is directed to the possibilities of depicting and expressing sports and physical exercise in fine arts and music, to characteristic features and creative interpretation of sports / forms of exercise, incl. dance. They also develop readiness to find novel and original solutions to problems and to notice beauty in the surrounding living environment.

Technology. Achievements of science and technology can be applied to different sports / forms of exercise (sports technique, sports equipment and tools) and in following the principles of healthy nutrition.

1.6. Options for Implementing Cross Curricular Topics

Cross curricular topics are considered when establishing objectives, planning learning outcomes and contents for the subject of the field, based on the study stage and the specific nature of the particular subject.

Health and safety. Acquiring the knowledge, understanding, skills and experiences necessary for healthy lifestyle is supported both in lessons and through extracurricular activities, and also through creating a physical and social learning environment.

Lifelong learning and career planning. The students are encouraged to be healthy and take care of increasing their physical ability in the changing learning, physical and social environment and work environment in physical education studies. Students develop an understanding of how physical health affects their future employment. Learning activities enable students to become familiar with the world of employment associated with health and physical education. In case of special skills and interest in a specific sport and/or form of exercise, students are guided to practise the field in a more profound manner. Students learn about occupations, professions, jobs and further education opportunities associated with the subject field.

Environment and sustainable development. Practicing sports in nature facilitates appreciation of the environment and development of environmentally-conscious exercise habits.

Citizens' initiative and entrepreneurship. The students are encouraged to organise extracurricular exercising activities (sports and dance events and competitions of one's own initiative, exercising and training groups guided by students etc.).

Cultural identity. Physical education lessons are used to learn more about sports / forms of exercise that are part of the exercising culture of students' own nation and that of other countries and they help students

to become culturally conscious members of society who appreciate their culture and cultural diversity. In order to develop cultural identity, it is important to appreciate the tradition of Estonian dance festivals and to participate in dance festivals.

Information environment and Technology and innovation. Different sources of information, incl. the Internet, are used in physical education to find sports-related information.

Values and morality. Students follow the ultimate ideal of sports – fair play principles – in their physical education and extra-curricular sporting activities. Understanding and following the rules applied to sporting activities support the development of students as moral individuals.

1.7. Planning and Organizing Study Activities

Planning and organising learning activities include the following:

- 1) proceeding from the basic values and general competences of the national curriculum, objectives, expected outcomes and learning content of the subject and supporting integration with other subjects and cross-curricular topics;
- 2) striving for a reasonable workload for students that is divided evenly throughout the school year and leaves students sufficient time for rest and recreational activities;
- 3) allowing students to learn on their own and with other students in order to support their development as active and independent learners;
- 4) use of differentiated learning tasks, the content and level of difficulty of which support individualised approach and increase learning motivation;
- 5) broadening the learning environment (the natural environment, school yard, participation in sports competitions and/or dance events as a competitor/spectator/helper, following sports and/or dance events via different media channels);
- 6) exploitation of diverse learning methods including active learning (role plays, discussions, project-based learning, reading materials on sports, exercise and health, analysing the contents of reading at the 3rd study stage, compiling a study map and a research project, etc.);
- 7) guaranteeing a safe opportunity for practical exercise during lessons and organised movement and playing as extra class activities, with independent practical exercise at the 3rd study stage;
- 8) students at the 1st study stage are encouraged to comment on their activities/performance and to provide an objective description of the activities of their peers, students at the 2nd study stage are encouraged to participate in discussions after performance, at the 3rd study stage they are encouraged to contribute to oral reports/conversations after performance;
- 9) students are encouraged to perform test exercises, collect and compare results, at the 2nd and 3rd study stage they are also encouraged to test their physical abilities and to assess the results;
- 10) use of learning environments, educational materials and aids based on modern information and communication technologies;
- 11) adaptation of the contents and outcomes of learning to the ability of students in the particular class.

As being physically active is the most efficient way of taking care of one's health, improving and maintaining general physical ability, physical fitness and mental stability, it is advisable to provide students with additional lessons to exercise and practise sports from the reserve of free lessons.

1.8. Basis for Assessment

The subject syllabus describes learning outcomes of the subject by study stages at two levels: general learning outcomes as objectives of education and learning outcomes associated with individual sports. The following shall be evaluated, considering unique characteristics and abilities of students: students' knowledge and skills, activity and involvement during the lesson, efforts made to learn the activity/exercise and diligence on the basis of written and/or practical tasks and activities, taking into account the compliance of students' knowledge and skills to the objectives and learning outcomes of the syllabus. Evaluation of the learning outcomes proceeds from the approach of the general part of the national curriculum for basic schools and other legislation regulating evaluation. Assessment criteria and any assessment procedures that deviate from the standard five-grade system are specified in the school curriculum.

Learning outcomes are evaluated through verbal evaluation and numerical grades. The forms of testing learning outcomes must be diverse and in compliance with the learning outcomes. Students must know what and when is evaluated, which evaluation tools are used and what are the criteria for evaluation. When evaluating written tasks, the content is above all evaluated, but teachers also correct spelling mistakes, which are not taken into account in the evaluation.

When evaluating students with special needs due to health problems, their participation in physical education lessons is considered. Students' knowledge about sports, exercising and performing physical exercise is evaluated. When evaluating practical skills, teachers proceed from the health status of the student – as an exercise subject to evaluation students shall perform simplified versions of test exercises or the exercises prescribed by their attending physician. In case the health status of the student does not enable them to fulfil the syllabus of physical education, the student shall be provided with an individual study programme, which states the objective, learning content and learning outcomes of physical education as well as forms of evaluation. Feedback is provided on attitudes (e.g., showing interest, understanding importance, valuing, consideration of needs, following the agreed rules).

At the 1st stage of study, students' activity in lessons is evaluated (activity, involvement, diligence, following rules and hygiene and safety requirements etc). When evaluating the motor skills presented as learning outcomes, both the achieved level as well as students' efforts to learn the activity/exercise is evaluated.

At the 2nd stage of study, the process of acquiring knowledge and skills, implementation of the acquired knowledge and students' cooperation are evaluated. When evaluating physical abilities, in addition to the outcome, teachers must also consider students' development and the efforts made in order to achieve the result. Students' extracurricular physical activity must also be evaluated, along with representing their class and/or school in sports competitions, dance events etc.

At the 3rd stage of study, the process of acquiring knowledge and skills and associating these with physical activity in physical education lessons and extracurricular activities are evaluated. When evaluating students' knowledge, one must above all take into account the students' ability to implement the acquired knowledge in real practical activity. When evaluating physical abilities, in addition to the outcome, teachers must also consider students' development and efforts made in order to achieve the result. When evaluating students' physical ability, teachers also make use of students' self-assessment.

1.9. Physical Learning Environment

The school organises:

- 1) separate physical education lessons for boys and girls from the 2nd stage of study;
- 2) physical education in facilities (gym, stadium, swimming pool, room for aerobics and dance classes) with the necessary equipment to provide the education specified in the syllabus

The school provides:

- 1) the possibility to use ski tracks and/or ice-skating rink, health track and swimming pool;
- 2) the possibility to use changing rooms and shower facilities for forming hygiene habits.

2. Syllabus

2.1. Physical Education

2.1.1. Learning and Educational Objectives of Physical Education

The subject-specific educational objectives for developing subject field competence in physical education are based on field-specific competences.

2.1.2. Description of the subject

The description of the subject is based on the description of the subject field.

2.1.3. Learning and Educational Objectives of Physical Education in the 1st Stage of Study

Students graduating the 3rd grade of study:

- 1) describe the importance of regular exercise/practising of sports for their health; are able to give reasons for being physically active;
- 2) acquire the technique of forms of exercise/physical exercises included in the syllabus of the 1st stage of study (see the learning outcomes of the fields in the learning content); are able to perform basic forms of exercise at the level of motor skills;
- 3) know (describe) how to act in physical education lessons (gym, stadium, in the open air etc.), follow the safety and hygiene requirements set by the teacher; name sources of danger at the exercising/sporting facilities and on the way to school and describe the possibilities for safe exercising/practising sports/being careful while in traffic;
- 4) perform test exercises under the instruction of the teacher; assess their own performance and experienced physical load (easy/difficult);
- 5) know how to act when performing physical exercises: being polite, friendly and helpful; following the agreed rules; using the equipment of the school in a prudent way;
- 6) name different sports, well-known Estonian athletes and sports competitions and dance events held in Estonia; and
- 7) practise actively in physical education lessons; are able to play games involving exercising in a safe way independently and with fellow students; are eager to learn new physical exercises and forms of exercise.

2.1.4. Learning and Educational Outcomes of Physical Education in the 1st Stage of Study

Knowledge about Sports and Forms of Exercise

Learning Outcomes

The students:

- 1) describe the importance of regular exercise/practising of sports for their health; are able to give reasons for being physically active;

- 2) can behave in physical education lessons, while exercising/practising sports in different sporting facilities and while being on the street; follow the rules and safety requirements set by the teacher; follow the rules of the game; know and follow hygiene requirements (set by the teacher);
- 3) assess their own performance and experienced physical load (easy/difficult); and
- 4) name different sports and well-known Estonian athletes.

Learning Content

The importance of exercising and practising sports for one's health. Exercising recommendations for students at the 1st stage of study. Exercising/practising sports independently and with fellow students; describing and assessing the performance of fellow students.

Rules for safe exercising/ being careful while in traffic for students. Rules of conduct in physical education lessons. Safe and considerate behaviour when practising various sports and forms of exercise. Being careful while in traffic on the way to sporting facilities and to school.

Hygiene requirements while performing physical exercise. Knowledge about clothing appropriate to weather and respective field of sports. Importance of washing after physical exercise.

Basic knowledge about different sports, Estonian athletes and sports competitions and dance events held in Estonia.

Gymnastics

Learning Outcomes

The students:

- 1) are able to exercise using the drill step (B) and gymnastic step (G);
- 2) perform a combination of basic gymnastic exercises (16 bars) to music or reading;
- 3) perform a somersault forward, a shoulder stand and a somersault from an incline backwards; and
- 4) skip while rotating a skipping rope forward (continuously for 30 seconds).

Learning Content

Drill exercises. Formation in a line and a column, closing and extending the interval in line/column, saluting, counting, turns on the spot and exercising by patterns

Walking, running and skipping exercises. Walking on the balls of the feet, walking on the heels, exercising by additional step to the side, drill step (B) and gymnastic step (G)

Skipping exercises to develop coordination and general load. Straddle vault and scissors, skipping from one foot to the other while rotating a skipping rope forward, coordination exercises

Basic gymnastics and generally developing gymnastic exercises. Generally developing gymnastic exercises with the basic positions of hands, body and feet, exercises with and without instruments to music or reading

Applied gymnastics. Climbing on wall bars, on inclined bench, over and under obstacles, hanging stand, hangs and supports

Acrobatic exercises. Rolling in a squat and stretched, leading exercises for a shoulder stand and a somersault, somersault forward, somersault backwards from an incline, rolling backwards to a shoulder stand, back arch, over-stretching jump from a squat support fixing the landing position

Balance exercises. Exercising on a line, bench and balance beam using various walking and running steps, walking and turns on the balls of the feet, walking on a gymnastic bench with a change of speed, crossing obstacles and stopping, balance-developing games involving exercise

Preparatory exercises for vaults. Stretching and jumping down from a higher level fixing the landing position, exercises to practise pushing off from the springboard

Running, Jumps and Throws

Learning Outcomes

The students:

- 1) run at a sprint speed starting from a standing position on starting commands;
- 2) cover a distance of 1 kilometre running at adequate speed;
- 3) perform the correct passing of a baton in relay races and shuttle relay races;
- 4) perform a ball throw from a spot and with a three-step run; and
- 5) perform a long jump from a run-up without hitting the jumping board.

Learning Content

Running. Running position and motions, starting and finishing a run, running from various starting positions, different running exercises, running at various speeds. Acceleration run, endurance run, choice of adequate running speed.

Starting from a standing position on starting command, practising the correct passing of a baton in simple relay races, shuttle relay race with a baton

Jumps. Long jump from the spot and landing in the long jump, jumps from a run-up in order to acquire the skill of joining running and jumping. Long jump from a run-up without hitting the jumping board. Jumps over low obstacles on the right and the left foot. High jump directly from the run

Throws. Hold of a throwing ball. Throw of a tennis ball from overhead for accuracy and distance. Ball throws from a spot and with a three-step run

Games Involving Exercise

Learning Outcomes

The students:

- 1) perform exercises while bouncing, carrying, passing, throwing and catching different balls and use them to play games involving exercise; and
- 2) play dodge ball according to simplified rules, behave in a friendly manner towards fellow players and respect referee's decisions.

Learning Content

Running and jumping games. Games involving throwing, hurling and putting (of suitable instruments). Games involving exercise in the open air/in nature.

Exercising with and without a ball (runs, slowing down and changes of direction). Exercises on handling balls: bouncing, carrying, throwing, passing and catching.

Games involving exercise to prepare for team sports and relay races with a ball. Dodge ball.

Winter Sports (either skiing or ice-skating, as chosen by the school)

a) Skiing

Learning Outcomes

The students:

- 1) ski with double pole push and diagonal stride;
- 2) ski downhill in the basic position; and
- 3) cover a distance of 2 km (G) / 3 km (B) by continuously skiing.

Learning Content

Fastening, packing and carrying skis.

Correct grip on a ski pole, skiing in a row. Falling and getting up on the spot and while moving. Balance exercises on skis.

Sidestep and herringbone ascent. Snowplough stop. Skiing downhill in the basic position.

Skiing with double pole push and diagonal stride.

b) Ice-skating

Learning Outcomes

The students:

- 1) slide on parallel skates by pushing their feet;
- 2) can start and stop skating; and
- 3) skate continuously for 4 minutes.

Learning Content

Carrying skates. Skating in a row.

Walking and sliding on skates. Body posture. Movement of arms and legs while skating. Pushing with feet and sliding on parallel skates. Starting and stopping skating (braking).

Dance Exercise

Learning Outcomes

The students:

- 1) play/dance Estonian singing games they have learned; and
- 2) exercise to music, rhythm and sound.

Learning Content

Traditional Estonian singing games, traditional dances; and simple dance positions and steps.

Exercising indoors using various directions, levels and diagrams individually, in pairs and in groups.

Steps and exercises, rhythmic and coordination exercises according to the character of music.

Swimming (compulsory basic training at the 1st or 2nd stage of school)

Learning Outcomes

All students are able to swim a distance of 25 metres using a style of their choice.

Learning Content

Safety requirements and rules in swimming pools and facilities; hygiene requirements while swimming.

Exercises for adapting to water. Breaststroke and backstroke.

2.1.5. Learning and Educational Objectives of Physical Education in the 2nd Stage of Study

Students graduating the 6th grade of study:

- 1) explain the importance of physical activity and good posture for their health and describe the role of physical activity in a healthy lifestyle; describe their own physical activity/exercising routine;
- 2) acquire the technique of physical exercises (sports/forms of exercise) included in the syllabus of the 2nd stage of study (see the learning outcomes of the fields in the learning content); are able to perform the sports learned independently; are able to perform basic forms of exercise at the level of exercise proficiency;

- 3) explain the need for safety and hygiene requirements applied in physical education lessons as well as the need for independent safe exercising/movement; follow safety and hygiene requirements in physical education lessons and sports events outside of school;
- 4) perform test exercises and tests of physical ability, compare the achieved results with their previous results; under the instruction of teacher choose exercises to improve their posture and physical ability and perform them;
- 5) understand the need for good behaviour, following rules, environmentally friendly attitude and cooperation while practising sports/exercising; follow rules and competition rules when learning physical exercises and while exercising; are prepared to cooperate (perform exercises, belong to the same team etc) with all fellow students; describe the realisation of the principle of fair play in sports and other activities;
- 6) describe competition and/or dance event they have seen and their impression of the events using the appropriate terminology; name well-known athletes and teams from Estonia and around the world; master knowledge of the major competitions held around the world and key facts of the ancient Olympics;
- 7) practise actively in physical education lessons; are interested in sports and dance events held at school and participate in them as competitors, participants or spectators; are able to practise sports/exercise with their fellow students, share tasks, agree on rules etc; want to learn new physical exercises and forms of exercise and to acquire knowledge for independent practising of sports/exercising; participate in recreational sports events.

2.1.6. Learning and Educational Outcomes of Physical Education in the 2nd Stage of Study

Knowledge about Sports and Forms of Exercise

Learning Outcomes

The students:

- 1) explain the importance of physical activity and good posture for their health; describe the role of physical activity in a healthy lifestyle and their own physical activity/exercising routine;
- 2) understand the need for following safety and hygiene requirements and follow them in physical education lessons and extracurricular activities; know how to avoid dangerous situations when exercising, practising sports and in traffic and what to do in case of accidents and simple sports-related traumas;
- 3) are able to independently perform generally developing gymnastic and posture exercises; practise sports/exercising with fellow students, share tasks, agree on rules etc;
- 4) perform test on physical abilities and assess the result, comparing it with the results of previous years; under the instruction of the teacher choose exercises for improving their physical abilities and perform them;
- 5) know the terminology of fields of sports/dance styles they have learned; use them when describing events and know how to behave in sports competitions and dance events;
- 6) know the meaning of fair play in sports;
- 7) name major competitions, well-known athletes and teams from Estonia and around the world; know the essential facts of the ancient Olympics and Estonian general and youth dance festivals.

Learning Content

Importance of physical activity for one's health. Physical activity as an important component of a healthy lifestyle. Recommendations for exercising for students at the 2nd stage of study.

Terminology of sports/forms of exercise learned. Basic competition rules of the sports to be learnt. Principles of fair play in sports.

Need for following safety and hygiene requirements when exercising, practising sports and being careful while in traffic. Safe and environmentally friendly exercising in sports facilities and in nature. Knowledge regarding how to act in dangerous situations. Simple first aid measures.

Behaviour in sports competitions and dance events.

Knowledge for independent practice: how to perform warm-up and posture exercises; how to perform tests of physical abilities and improve their physical abilities and posture (using exercises chosen under the instruction of the teacher).

Knowledge about sports/forms of exercise, major competitions and/or events held in Estonia and around the world, well-known athletes in Estonia and around the world etc.

Knowledge about the ancient Olympics.

Gymnastics

Learning Outcomes

The students:

- 1) perform a combination of basic gymnastic exercises (32 bars) to music or reading;
- 2) skip on the spot and moving around while rotating a skipping rope forward;
- 3) perform elements of rhythmic gymnastics with a skipping rope (G);
- 4) perform a combination of acrobatic exercises and on parallel/uneven bars;
- 5) perform a combination of exercises on a low balance beam (G) and high bar (B); and
- 6) perform a learned vault (straddle or squat vault).

Learning Content

Drill exercises. Re-formation in a line and a column. Turns from stepping exercise

Walking, running and skipping exercises. Combinations of exercises. Skipping exercises with a skipping rope and a swinging rope

Basic gymnastics and generally developing gymnastic exercises to reading and/or music. Exercises with and without equipment: swinging of arms and legs, relaxing and springing

Posture exercises. Exercises improving body stem muscles and stretching skills

Rhythmic gymnastics (G). Exercising with a skipping rope in swings, rounds, eights and spins; different skips; simple throws and catches

Applied gymnastics and gymnastics with apparatus. Climbing in two and three grips; various grips and holds of arms; upward hang, toe hang and knee hang; swinging in a hang; jumping down from front and back support with a swing; swinging on parallel bars in a support position and in elbow support; swinging a leg over a high bar to a scissor support and back and performing a somersault with a swing of one leg and a push of the other leg (B)

Acrobatics. Different types of somersaults; headstand (B) and exercises performed in order to learn it; exercises improving flexibility and back arch (G); cartwheel to a side; handstand with assistance

Balance exercises. Different walking and skipping exercises; turns and jumping to the ground

Vault. Jumping from a runway to the springboard; pushing off and a support squat (on a buck or a horse) Stretching over and jumping down fixing the landing position; straddle or squat vault

Athletics

Learning Outcomes

The students:

- 1) begin racing by assuming a crouching position on a starting command and perform the correct passing of a baton in a circuit relay race;
- 2) perform a long jump hitting the board and a high jump using the overstepping technique;

- 3) perform a ball throw from a run-up;
- 4) run at a sprint speed on starting commands; and
- 5) run continuously for 9 minutes.

Learning Content

Correcting running position and motions. High knee drill and heel kick drill. Starting and stopping running. Sprint and warm-up. Introduction of beginning the race by assuming a crouching position. Starting commands. Passing of a baton in a circuit relay race. Endurance run. Long jump from a run-up hitting the board. High jump (overstepping jump). Ball throws from a run-up.

Exercise and Sports Games

a) Games Involving Exercise

Learning Outcomes

The students:

- 1) perform games involving exercise to prepare for team sports and relay competitions with a ball; and
- 2) play dodge ball according to the rules and respect referee's decisions.

Learning Content

Games involving exercise to prepare for team sports and relay competitions with a ball. Dodge ball.

b) Team Sports (two out of three games chosen by the school)

Learning Outcomes (for the two games chosen by the school)

The students:

- 1) perform bouncing between obstacles and shooting into the basket while taking steps in basketball;
- 2) perform over- and under-hand serves in pairs and a forearm pass in volleyball;
- 3) perform a passing and stopping of the ball in football; and
- 4) play two team sports chosen by the school according to simplified rules and/or perform the control practice compiled by the teacher.

Learning Content

Basketball. Holding the ball when passing, receiving and shooting the ball. Bouncing, passing and shooting the ball into the basket. Shooting into the basket while taking steps. Defence position. Introduction to basketball rules. Playing according to simplified rules

Volleyball. Preparatory exercises with a volleyball. Over- and under-hand serve above the head, against a wall and in pairs. Forearm pass. Pioneer volleyball. Volleyball with three throws. Mini-volleyball

Football. Stopping a pass, with the instep or chest (B), and learning, developing and improving kicking technique. Playing 4-on-4 and 5-on-5.

Winter Sports (either skiing or ice-skating as chosen by the school)

Skiing

Learning Outcomes

The students:

- 1) ski by one-step double pole push, two-step diagonal stride and two-step double pole skate skiing;
- 2) perform cross-country skiing downhill in basic and resting position;
- 3) perform a skating and semi-snowplough turn;
- 4) perform the passing of a baton in relay skiing; and
- 5) cover a distance of 3 km (G) / 5 km (B) by continuously skiing.

Learning Content

Perform cross-country skiing downhill in basic and resting position. Use of uphill terrain techniques on slopes of various levels of difficulty. Skate-turn, semi-snowplough turn and semi-snowplough stopping. One-step double pole push; two-step diagonal stride; free-skating without poles; semi-skating on a gentle downhill and two-step double pole push skate skiing. Relay skiing.

b) Ice-skating

Learning Outcomes

The students:

- 1) perform crossovers to the left and right;
- 2) use snowplough stop in ice-skating; and
- 3) skate continuously for 6 minutes.

Learning Content

Skating with different arm positions. Crossovers to the left and right. Snowplough stop. Starting, skating in a curve and finishing. Endurance skating. Games and relay competitions on skates.

Orienteering

Learning Outcomes

The students:

- 1) know how to navigate using a map and use a compass in orienteering;
- 2) know basic symbols (10-15);
- 3) navigate according to a provided or plan drawn by themselves and outstanding natural or man-made sites in a given area;
- 4) take into account different terrain types, reliefs and obstacles when choosing a speed for moving; and
- 5) play orienteering games with a plan and with and without a map.

Learning Content

Landscape sites, symbols, map's scale, reliefs (distance between intersections) and determining distances. Moving according to baselines. Comparing map and terrain. Determining location. Introduction to a compass. Direction exercises with a compass when standing and when moving. Covering a training trail using a map and compass. Orienteering games.

Dance Exercise

Learning Outcomes

The students:

- 1) perform dances in pairs and group dances they have learned, including Estonian and other folk dances; and
- 2) use creative exercise for self-expression.

Learning Content

Estonian folk and ballroom dances in pairs and with changing the partners. Dance positions and steps appropriate to the age; 4-8 bar exercising and dancing combinations; exercises on space perception, twining while moving, turns and spinning.

Motion based on images: individually, in pairs and in groups.

Visits to dance events and discussion.

Swimming (compulsory basic training at the 1st or 2nd stage of school)

Learning Outcomes

All students are able to swim a distance of 25 metres using a style of their choice.

Learning Content

Safety requirements and rules in swimming pools and facilities; hygiene requirements while swimming.

Exercises for adapting to water. Breaststroke and backstroke.

2.1.7. Learning and Educational Objectives of Physical Education in the 3rd Stage of Study

Students graduating the 9th grade of study:

- 1) describe the effect of physical activity on health and physical ability and explain the need for regular exercise; analyse their everyday physical activity including exercising routine, and provide an assessment thereto;
- 2) acquire the techniques of sports/forms of exercise included in the syllabus of basic school (see the learning outcomes of the fields in the learning content); are able to perform the learned sports/forms of exercise independently;
- 3) follow the safety and hygiene requirements in physical education lessons, at extracurricular sports events and when independently exercising, practising sport and involved in traffic; are able to avoid dangerous situations and know what to do in case of accidents that may occur while practising sports/exercising;
- 4) perform test exercises and tests of physical ability (including simple self-control tests) and assess their results; know which tests and methods are suitable for improving physical abilities and are able to use them independently;
- 5) follow rules and competition rules while practising sports/exercising; practice sports/exercise in an environmentally friendly manner, respecting their fellow students and cooperating with them; explain the realisation of the principles of fair play in the sports and life in general;
- 6) describe different sports competitions and/or dance events and their impressions of the events using the proper terminology; describe their favourite sports (or dance style), name competitions/events held in that particular field and well-known representatives of the field in Estonia and around the world; master knowledge about the ancient and modern Olympics and know about the achievements of Estonian athletes at different Olympic Games, can name the central events of Estonian general and youth dance festivals, are familiar with the tradition of Estonian general and youth dance festivals;
- 7) practise actively in physical education lessons; are interested in sports and dance events held at and/or outside school and participate in these as competitors (participants), spectators or assistants to referees/organisers;
- 8) exercise/practise sports independently and/or with their fellow students; want to learn (including independently) new physical exercises and techniques of exercising and to acquire knowledge

required for independent exercising routine; assess their abilities and interests and understand how interest, abilities and skills help to establish stable exercise practice and can be helpful for future career choice; and

- 9) know the occupations/professions associated with health and physical education, the specific features and further education opportunities associated with those professions.

2.1.8. Learning and Educational Outcomes of Physical Education in the 3rd Stage of Study Knowledge about Sport and Forms of Exercise

Learning Outcomes

The students:

- 1) explain the effect of physical activity and regular exercise on health and physical ability;
- 2) follow hygiene and safety requirements while practising physical exercise and avoid dangerous situations; know how to act in case of accidents and trauma that may occur while practising sports/exercising and are able to give elementary first aid;
- 3) exercise/practise sports according to rules and competition rules, respecting and helping fellow students and being environmentally friendly;
- 4) are able to train independently: analyse their physical fitness level, set objectives for their exercising routine, find suitable (proper) sports/form of exercise, learn new motor skills and improve their physical abilities; and
- 5) participate actively in physical education lessons, exercise/practise sports independently (outside of school), visit sports and dance events; are able to act as assistant referees in competitions.

Learning Content

Effect of physical activity on health and physical ability. Need for regular exercising routine as activities to ensure health and physical ability. Exercising recommendations for young people and adults.

Safe exercising and being careful while in traffic. Environmentally friendly exercising. Acting in case of (sports-related) traumas and accidents. First aid measures.

Terminology of the sports and forms of exercise learned and description of the exercises and activities; competition rules of the sports learned. Fair play – honesty and fairness in sports and life in general.

Knowledge about independent exercising routine (setting objectives, choice of sports/activity, choice of equipment, training principles etc.). Improvement of physical ability: exercises to improve different physical abilities and training methodology. Tests and self-checks for physical ability and analysis of test results.

Knowledge about the origin of the sports/dance styles learned, related (major) competitions/events and well-known athletes/dancers in Estonia and around the world. Knowledge about the Olympic Games (including the ancient Olympics) and well-known Olympic champions.

Knowledge about sports events and participation opportunities. Exercise “Sports for All”.

Gymnastics

Learning Outcomes

The students:

- 1) perform a combination of the learned gymnastic exercises with or without apparatus to music;
- 2) perform a combination of exercises in acrobatics;
- 3) perform a combination of exercises on parallel/uneven bars (G, B) and on a balance beam (G) / high bar (B); and
- 4) perform a learned vault (straddle and/or squat vault).

Learning Content

Drill exercises. Dividing and joining, crossing and re-crossing

Basic gymnastics and generally developing gymnastic exercises. Exercises with and without apparatus to train different muscle groups, choice of exercises and compilation of exercise combinations, description of generally developing gymnastic exercises. Use of generally developing gymnastic exercises as warm-up exercises for different sports

Exercises promoting improvement of posture. Exercises to develop the strength of the spine; strength exercises for the back, stomach, gluteus and shoulder-blade adduction muscles; stretching exercises to improve the mobility of shoulder and hip joints

Rhythmic gymnastics (G). Exercises with hoop, ball and ribbon; a combination of exercises with apparatus to music

Gymnastics with apparatus. Somersault climb on parallel bars with a swing of one leg and a push of the other leg (G); swinging climb from the elbow support backwards and a somersault forward from a split (B); somersault climb with power on a high bar; scissor swing (B)

Acrobatics. Two cartwheels to the side; handstand

Balance exercises on a balance beam (G). Different combinations of steps; 180° turn with a step forward; 180° turn with a swing of a leg backwards; rise from a semi-split on the leg at the back with a step forward; different jumps down

Vault. Straddle and/or squat vault

Aerobics. Basic aerobics steps. Aerobics as recreational sport

Athletics

Learning Outcomes

The students:

- 1) perform a long jump at full speed and a high jump using an overstepping technique;
- 2) perform a ball throw from a run-up (Form 7) and a shot-put from the spot and with steps;
- 3) run at a sprint speed on starting commands; and
- 4) are able to run continuously for 9 minutes (G) / 12 minutes (B).

Learning Content

Warm-up exercises for sprints. Circuit relay race.

Endurance run.

Warm-up exercises for long jump. Long jump at full speed hitting the board.

Warm-up exercises for high jump. High jump (overstepping jump). Introduction to the Fosbury flop technique.

Ball throw from a run-up (Form 7).

Warm-up exercises for shot-put. Shot-put.

Team Sports (two out of three games chosen by the school)

Learning Outcomes for the two games chosen by the school

The students:

- 1) perform the technical elements of the team sports learned in lessons;
- 2) perform cuts from the spot and while moving and feint in basketball;
- 3) perform an over-hand serve, attack and pass in volleyball;
- 4) understand the tasks of footballers in different positions and are able to perform them in a football game; and
- 5) play the two team sports learned by the rules.

Learning Content

Basketball. Bouncing, passing, catching and shooting at the basket while moving. Cuts from the spot and while moving. Feint. Basic knowledge about defensive play. Competition rules for basketball. Playing by the rules. Playing 3-on-3 and 5-on-5

Volleyball. Serving exercises in pairs and threes. Combination of serving exercises. Over-hand serving and receiving a serve. Attack with a jump and without a jump (B) and defensive game. Position of players on the court and moving around for performing a serve. Playing by the rules

Football. Improvement of the elements of football technique through different exercises and combinations. Understanding of the different positions of footballers (back, half-back and forward) and their tasks, playing the game

Winter Sports (either skiing or ice-skating as chosen by the school)

a) Skiing

Learning Outcomes

The students:

- 1) ski by one-step double pole push and two-step double pole push;
- 2) perform tempo version of free-skate without using poles; and
- 3) cover a distance of 5 km (G) / 8 km (B) continuously skiing.

Learning Content

Perform cross-country skiing downhill in a low position.

Single poling uphill. Snowplough, skating, parallel and scissor turns.

Use of uphill and downhill terrain techniques and stopping on terrain.

Skiing by one-step and two-step double pole push.

Transition from double pole push to diagonal stride and vice versa.

Tempo version of free-skate without using poles.

Improving and reinforcing the learned skiing techniques.

b) Ice-skating

Learning Outcomes

The students:

- 1) skate backwards and perform a backwards crossover;
- 2) skate continuously for 9 minutes; and
- 3) play ringette and/or ice-hockey.

Learning Content

Parallel braking.

Skating backwards. Backwards crossover.

Endurance skating.

Ringette and/or ice-hockey.

Orienteering

Learning Outcomes

The students:

- 1) cover an orienteering track according to their abilities;
- 2) determine direction with a compass, read a map and terrain;

- 3) choose a suitable speed and technique and route across terrain; and
- 4) describe the covered orienteering track from memory.

Learning Content

Determining general and precise direction (azimuth).

Orienteering exercises with a map and compass. Detailed reading of a map – reading and remembering small objects. Choosing the most suitable route. Orienteering on a terrain with a map and compass.

Independently covering the orienteering track. Describing the covered track and the control posts from memory.

Classic and score orienteering. Choosing suitable load and speed taking into account the terrain type, relief and obstacles.

Dance Exercise

Learning Outcomes

The students:

- 1) perform dances in pairs and group dances they have learned and combinations of dances created by different authors;
- 2) discuss various dance styles; and
- 3) know about the traditions of Estonian Dance Festivals and dance culture.

Learning Content

Dances chosen by the teacher according to the number of girls and boys in the class.

Acquiring the terminology, basic steps and combinations. Gender roles in dance.

Creative use of different exercises and styles.

Traditions and the present time. Pop culture. Dance as sports. Dance as art and culture, dance as entertainment.