**GRADE FOUR –PHYSICAL HEALTH EDUCATION (P.H.E.) SCHEMES OF WORK - TERM 2 2020**

**REF:** Kahiga R. et al (2019) *KLB: Visionary Physical and Health Education-Grade 4.*KLB:Nairobi

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| **Wk** | **Lsn** | **Strand/Theme** | **Sub strand** | **Specific learning outcomes** | **Learning experiences** | **K.I.Q** | **Learning Resources** | **Assessment methods** | **Reflection** |
| **1** | Recap of skills and knowledge learnt in previous term in preparation for term 2 work |  |
| **2** | **1** | **BASIC MOVEMENT SKILLS** | **Manipulative skills****-**bats, posts, and rounders balls | By the end of the sub-strand the learners should be able to:Describe the bats , posts and rounders ball to enhance learning- | -learners interact with digital technology to find out the size and shape of the bat, posts and rounders ball | -which locally available materials are good for making rounders equipments? | Video clips, Picture cut-outs, balls, bats, polesKahiga R. et al (2019) *KLB: Visionary Physical and Health Education-Grade 4* learners’s book pg 44 | -Oral questions-observation-Peer assessment |  |
| **2** | **BASIC MOVEMENT SKILLS** | **-**bats, posts, and rounders balls | By the end of the sub-strand the learners should be able to:Draw and label the bats, posts and rounders ball in the rounders game | -learners individually draw and label the rounders bats, posts and rounders balls for rounders game | What other materials can we use to make rounders equipments? | Picture cut-outs, balls, bats, polesLearner’s bk pg 45 | Oral questionsobservation-Peer assessment |  |
| **3** | **BASIC MOVEMENT SKILLS** | **-**bats, posts, and rounders balls | By the end of the sub-strand the learners should be able to:Identify locally available materials for improvising the bats, posts and rounders balls-Improvise age appropriate bats, posts and rounders balls-observe safety measures while improvising the bats posts and rounders balls | Learners in groups list locally available materials that can be used to improvise bats, posts and rounders balls-in groups learners gather locally available materials for improvising bats, posts and rounders balls-leaners in groups Improvise age appropriate bats, posts and rounders balls-Learners observe safety measures while improvising the bats posts and rounders balls | Which injuries are likely to occur when improvising rounders equipment?How can the injuries be managed? | Picture cut-outs, balls, bats, polesLearner’s bk pg45 | Oral questions-observation-Peer assessment |  |
| **4** | **BASIC MOVEMENT SKILLS** | **-**bats, posts, and rounders balls | By the end of the sub-strand the learners should be able to: -Play games using improvised bats, posts and rounders ball for fun and fitness-appreciate improvising the bats, posts and rounders ball for self -sufficiency | -learners play games using improvised equipment in rounders and observe rules | How is rounders played? | Balls, bats, posts, space/fields, video clipsLearner’s bk pg 46 | observation |  |
| **5** | **BASIC MOVEMENT SKILLS** | **-**bats, posts, and rounders balls | By the end of the sub-strand the learners should be able to: -Play games using improvised bats, posts and rounders ball for fun and fitness-appreciate improvising the bats, posts and rounders ball for self –sufficiency | -learners play games using improvised equipment in rounders and observe rules | -what are rules do you observe while playing rounders? | Balls, bats, posts, space/fields, video clips- Learner’s bk pg 46 | observation |  |
| **3** | **1** | **BASIC MOVEMENT SKILLS** | **Manipulative skills****-Pitch orientation** | By the end of the sub-strand the learners should be able to:identify different sections of a rounders pitch-draw a sketch of the rounders pitch to enhance learning | -the learners interact with technology to watch a video clip of rounders pitch and look out for the batting and bowling square, the width and length of the pitch-using images from the digital media or sketches provided learners draw the rounders pitch and indicate the batting square the bowling square and the 1st, 2nd, 3rd, aand 4th posts | Which are the sections of the rounders pitch? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 46 | Observation-peer assessment-oral questions |  |
| **2** | **BASIC MOVEMENT SKILLS** | **-Pitch orientation** | By the end of the sub-strand the learners should be able to:Place rounders posts in the play area for field orientation-observe rules when playing rounders for safety | -learners in groups place rounders posts in the play areaLearners participate in a rounders game for fun and enjoyment and observe safety. | Which are the sections of the rounders pitch? | Video clips, rounders balls, bats, first aid kit, field, posts, markersLearners bk pg 47 | Oral questions-observation |  |
| **3** | **BASIC MOVEMENT SKILLS** | **Manipulative skills -**Bowling in rounders | By the end of the sub-strand the learners should be able to: describe bowling in rounders game-identify the body parts that are used when bowling in rounders- | Learners watch video clips on bowling and observe the body parts used for holding the rounders ball , the bowling action as used in rounders -learners discuss their observation from the video clips and respect each others **opinion** | What is the correct stand for bowling technique? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg50 | Oral questions |  |
| **4** | **BASIC MOVEMENT SKILLS** | Bowling in rounders | By the end of the sub-strand the learners should be able to:-practice bowling for skill masterlyObserve rules of bowling for fair play and competition | Learners practice correct ball griping in rounders-learners practice recovery after ball release Learners demonstrate the standing positions during bowling (feet staggered, feet apart) | Why is it important to grip the ball correctly in rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 51 | -observation |  |
| **5** | **BASIC MOVEMENT SKILLS** | -Bowling in rounders | By the end of the sub-strand the learners should be able to: play rounders for fun and enjoyment-appreciate bowling in rounders | -In pairs learners demonstare the arm swing for power and balance during bowling-learners practice throwing the rounders bsll in different directions ( sideways, forward)-Learners play bowling drills for fun and enjoyment observing the rules of bowling | What safety measures do we observe while playing rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 52 | Oral questions |  |
| **4** | **1** | **BASIC MOVEMENT SKILLS** | **Manipulative skills**-Rounders batting | By the end of the sub-strand the learners should be able to: demonstrate the body positions in rounders when batting for skill acquisition | -Learners interact with technology to observe the stance, grip, swing and hit-learners discuss their observation and respect each other’s opinion | What is the best position for a batsman in rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 53 | -observation |  |
| **2** | **BASIC MOVEMENT SKILLS** | -Rounders batting | By the end of the sub-strand the learners should be able to:-practice batting in rounders for skill masterly-Observe rules when batting for safety | -learners in groups practice the stance, grip, swing and hit-Learners in groups use drills to practice batting | What do you do after batting | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 54 | Oral questions |  |
| **3** | **BASIC MOVEMENT SKILLS** | -Rounders batting | By the end of the sub-strand the learners should be able to: -practice batting in rounders for skill masterly-Observe rules when batting for safety | -learners in groups practice the stance, grip, swing and hit-Learners in groups use drills to practice batting | What is the best stance in batting? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 55 | Observation-peer assessment-oral questions |  |
| **4** | **BASIC MOVEMENT SKILLS** | -Rounders batting | By the end of the sub-strand the learners should be able to:-play conditioned rouneders games for fun and enjoyment-Appreciate batting in rounders for a successful game | -Learners observe rules as they play games the batting minor game-Learners record the scores as they play games | What are some of the rules in rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 55 | Observation-peer assessment-oral questions |  |
| **5** | **BASIC MOVEMENT SKILLS** | **-Rounders batting** | By the end of the sub-strand the learners should be able to:-play conditioned rouneders games for fun and enjoyment-Appreciate batting in rounders for a successful game | -Learners observe rules as they play games the batting minor game-Learners record the scores as they play games | What are some of the rules in rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 56 | Observation |  |
| **5** | **1** | **BASIC MOVEMENT SKILLS** | **Manipulative skills****-**Running a rounder | By the end of the sub-strand the learners should be able to: -demonstrate running a rounder for skill acquisition- practice running a rounder for skill masterly | -Learners Interact with technology to watch running a rounder in rounders game-learners Practice running a rounder  | What era the safety measures to be observed? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 56 | -peer assessment |  |
| **2** | **BASIC MOVEMENT SKILLS** | **-**Running a rounder | By the end of the sub-strand the learners should be able to:-Observe rules of running a rounder for safety --play rounders game for fun and enjoyment-Appreciate running a rounder in the game of rounders | -learners in groups practice poat contact drills in running a rounder-learners in groups observe rules when running a rounder-learners play rounders games for fun and enjoyment | How many posts are there in rounders? | Video clips, rounders balls, bats, first aid kit, field, posts, markers- Learner’s bk pg 57 | -oral questions |  |
| **3** | **BASIC MOVEMENT SKILLS** | **Manipulative skills****Basic rope work:** Improvising the jump rope | By the end of the sub-strand the learners should be able to:-identify locally available materials for improvising the jump rope(skipping rope)-gather locally available materials for improvising durable jump rope | -learners interact with technology to watch to watch a video clip on jump rope-in groups learners list locally available materials for improvising durable rope jump | What are the best materials in making a skipping rope? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 59 | Observation |  |
| **4** | **BASIC MOVEMENT SKILLS** | **Basic rope works:** Improvising the jump rope | By the end of the sub-strand the learners should be able to:-list safety measures to be observed when improvising the jump rope to avoid injuries-make an improvised jump rope-clean the working area for environmental care | -Learners in groups discuss and list the safety measures to be observed when improving the jump rope-in groups learners improvise different sizes of jump ropes using locally available materials-learners clean the working area | Which materials are durable for making a skipping rope**?** | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 60 | -peer assessment |  |
| **5** | **BASIC MOVEMENT SKILLS** | **Basic rope work:** Improvising the jump rope | By the end of the sub-strand the learners should be able to:-Play games for fun and enjoyment-appreciate improvising the jump rope for self-sufficiency | -learners participate in games for fun and enjoyment | Which materials are durable for making a skipping rope | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 64 | -oral questions |  |
| **6** | **1** | **BASIC MOVEMENT SKILLS** | **Basic rope work:** Jumping techniques | By the end of the sub-strand the learners should be able to:-Describe the jump rope to enhance learning-practise the correct techniques for jump rope –grip, body posture, arm and wrist position, rope swing-observe rules when jumping rope for safety | -In groups learners watch video clips on rope jumping techniques | What safety measures can be taken to avoid injuries? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 62 | Observation-peer assessment-oral questions |  |
| **2** | **BASIC MOVEMENT SKILLS** | **Basic rope work:** Jumping techniques | By the end of the sub-strand the learners should be able to:practise the correct techniques for jump rope –grip, body posture, arm and wrist position, rope swing-observe rules when jumping rope for safety | -Learners individually demonstrate rope jumping techniques-Learners play games for fun and enjoyment | What is the correct technique in jump rope? | Ropes, video clips, field, ,first aid kitLearners bk pg 62 | Observation-peer assessment-oral questions |  |
| **3** | **BASIC MOVEMENT SKILLS** | **Basic rope work:** Jumping techniques | By the end of the sub-strand the learners should be able to:-Play games for fun and enjoyment-appreciate using the correct jumping techniques for safety | -Learners individually demonstrate rope jumping techniques-Learners play games for fun and enjoyment | How do we avoid injuries while rope skipping? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 64 | Observation-peer assessment-oral questions |  |
| **4** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**Single bounce skills | By the end of the sub-strand the learners should be able to:--demonstrate the single bounce in jump rope for skill acquisition- Practice the single bounce in jump rope for skill masterly | -Learners watch video clips on jump rope and observe the single bounce skill--learners discuss their observations-learners in groups practice single bounce indifferent directions, levels and speed | How many counts can you make when jumping rope using the single jump? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 67 | Observation-peer assessment-oral questions |  |
| **5** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**Single bounce skills | By the end of the sub-strand the learners should be able to:Practice the single bounce in jump rope for skill masterly-discuss lifestyle diseases a person may avoid by rope jumping-play games for fun and enjoyment-observe safety when jumping rope for own and others safety | -learners establish relations using the single bounce skill in jump rope for space awareness-learners in groups discuss the life style diseases a person may avoid by jumping rope-learners participate in games for fun and enjoyment as they observe safety rules | How do we avoid injuries while rope skipping? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 68 | Observation-peer assessment-oral questions |  |
| **7** | **1** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**double bounce skills | By the end of the sub-strand the learners should be able to:-demonstrate the double bounce in jump rope to enhance learning-practice the double bounce in jumping rope for skill masterly | -Learners watch video clips on jump rope and observe the double e bounce skill--learners discuss their observations-learners in groups practice double bounce indifferent directions, levels and speed | Which is harder to jump, single or double bounce**?** | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 70 | Observation-peer assessment-oral questions |  |
| **2** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**double bounce skills | By the end of the sub-strand the learners should be able to:-perform the double bounce in jumping rope for skill masterly-Make relationships while jumping rope using the double bounce for space awareness-Observe safety while jumping rope | -learners establish relations using the double bounce skill in jump rope for space awareness-learners participate in games for fun and enjoyment as they observe safety rules | Which is easier to jump, single or double bounce**?** | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 71 | Observation-peer assessment-oral questions |  |
| **3** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**double bounce skills | By the end of the sub-strand the learners should be able to:-Play games for fun and enjoyment- Observe safety while jumping rope | -learners establish relations using the double bounce skill in jump rope for space awareness-learners participate in games for fun and enjoyment as they observe safety rules | What can be done for learners to enjoy games? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 72 | Observation-peer assessment-oral questions |  |
| **4** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**One- foot bounce  | By the end of the sub-strand the learners should be able to:-demonstrate the One- foot bounce in jump rope to enhance learning-practice the One- foot bounce in jumping rope for skill masterly | -in groups learners practice one foot bounce without rope-jump on spot, jumpm on spot with one leg, jump over a rope-individually practice one foot bounce using rope | Which is easier single or double bounce**?** | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 73 | Observation-peer assessment-oral questions |  |
| **5** | **BASIC MOVEMENT SKILLS** | **Basic rope work:**One- foot bounce | By the end of the sub-strand the learners should be able to:- practice the One- foot bounce in jumping rope for skill masterly-Play games for fun and enjoyment | In groups learners practice one foot bounce using rope-learners observe safety when jumping rope -learners play games for fun and enjoyment | What safety measures should we observe while playing? | Ropes, video clips, field, ,first aid kit- Learner’s bk pg 74 | Observation-peer assessment-oral questions |  |
| **8** | **1** | **GYMNASTICS** | **Rolls :** Forward  | By the end of the sub-strand the learners should be able to:-name the body parts that are used when performing the forward roll for body awareness | -learners watch a video clip on forward roll and discuss their observations with peers-learners in pairs practice forward roll | How are the hands placed during forward roll? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 76 | Observation-peer assessment-oral questions |  |
| **2** | **GYMNASTICS** | **Rolls :** Forward | By the end of the sub-strand the learners should be able to:-Practice forward roll for skill masterly-Observe rules when performing the forward rolls -Play games for fun and enjoyment | Learners display forward roll for excellence-learners play games for fun and enjoyment and observe safety | How are the hand placed during forward roll? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 77 | Observation-peer assessment-oral questions |  |
| **3** | **GYMNASTICS** | **Rolls :** Backward roll | By the end of the sub-strand the learners should be able to:-name the body parts that are used when performing the Backward roll for body awareness | -learners watch a video clip on Backward roll and discuss their observations with peers-learners in pairs practice Backward roll | How is forward roll important in daiy life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 79 | Observation |  |
| **4** | **GYMNASTICS** | **Rolls :** Backward roll | By the end of the sub-strand the learners should be able to:-Practice Backward roll for skill masterly-Observe rules when performing the Backward roll-Play games for fun and enjoyment | -learners in pairs practice Backward rollLearners display Backward roll for excellence-learners play games for fun and enjoyment and observe safety | How do we perform forward roll? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 80 | -peer assessment |  |
| **5** | **GYMNASTICS** | **Rolls :** Backward roll | By the end of the sub-strand the learners should be able to:-Practice Backward roll for skill masterly-Observe rules when performing the Backward roll-Play games for fun and enjoyment | Learners display Backward roll for excellence-learners play games for fun and enjoyment and observe safety | How can backward roll be used in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 81 | -oral questions |  |
| **9** | **1** | **GYMNASTICS** | **Individual balances**-Headstand | By the end of the sub-strand the learners should be able to:-name the body parts that are used when performing the head stand for body awareness | -learners watch a video clip on head stand and discuss their observations with peers-learners in pairs practice head stand l | How do we perform forward roll? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 82 | Observation |  |
| **2** | **GYMNASTICS** | **Individual balances****-**Headstand | By the end of the sub-strand the learners should be able to:-Practice head stand for skill masterly-Observe rules when performing the head stand -Play games for fun and enjoyment | -learners in pairs practice head stand Learners display head stand for excellence-learners play games for fun and enjoyment and observe safety | Where do you place hands while performing headstand? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 83 | -peer assessment |  |
| **3** | **GYMNASTICS** | **Individual balances****-**Headstand | By the end of the sub-strand the learners should be able to:-Practice head stand for skill masterly-Observe rules when performing the head stand --Play games for fun and enjoyment | Learners display head stand for excellence-learners play games for fun and enjoyment and observe safety when performing physical activities | What do we do to avoid injuries? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 85 | Observation |  |
| **4** | **GYMNASTICS** | **Individual balances****-**Headstand | By the end of the sub-strand the learners should be able to:-Practice head stand for skill masterly-Observe rules when performing the head stand --Play games for fun and enjoyment | Learners display head stand for excellence-learners play games for fun and enjoyment and observe safety when performing physical activities | How can headstand be useful in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 86 | -peer assessment |  |
| **5** | **GYMNASTICS** | **Individual balances**-Headstand | By the end of the sub-strand the learners should be -Practice head stand for skill masterly-Observe rules when performing the head stand --Play games for fun and enjoymentable to: | Learners display head stand for excellence-learners play games for fun and enjoyment and observe safety when performing physical activities | How can headstand be useful in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 87 | -oral questions |  |
| **10** | **1** | **GYMNASTICS** | **Sequences****-**Two action sequences | By the end of the sub-strand the learners should be able to: describe two action sequence for skill acquisition | -learners watch a video clip on Two action sequences and discuss their observations with peers-learners in pairs practice Two action sequences | How can a two action sequence be used in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 88 | Observation |  |
| **2** | **GYMNASTICS** | **Sequences****-**Two action sequences | By the end of the sub-strand the learners should be able to: -describe two action sequence for skill acquisitionObserve rules while performing two action sequencePlay games for fun and enjoyment | Learners in pairs practice two action sequence such as pencil roll into egg roll (roll-roll)Learners in pairs practice a sequence with two actions and give each other feedback-learners observe safety when performing the sequences | How can a two action sequence be used in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 89 | Observation-peer assessment-oral questions |  |
| **3** | **GYMNASTICS** | **Sequences****-**three action sequences | By the end of the sub-strand the learners should be able to: describe three action sequence for skill acquisition | -learners watch a video clip on three action sequences and discuss their observations with peers-learners in pairs practice three action sequences | How can a three action sequence be used in daily life? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 90 | Observation-peer assessment-oral questions |  |
| **4** | **GYMNASTICS** | **Sequences****-**three action sequences | By the end of the sub-strand the learners should be able to: -describe three action sequence for skill acquisition-Observe rules while performing three two action sequencePlay games for fun and enjoyment | -Learners in pairs practice a sequence with three actions(e.g squat stand into a forward roll into a squat stand) and give each other feedback-learners observe safety when performing the sequences | What are the three actions to take in sequence? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 91 | Observation-peer assessment-oral questions |  |
| **5** | **GYMNASTICS** | **Sequences****-**three action sequences | By the end of the sub-strand the learners should be able to:-Observe rules while performing three two action sequencePlay games for fun and enjoyment | -Learners in pairs practice a sequence with three actions(eg squat stand into a forward roll into a squat stand) and give each other feedback-learners observe safety when performing the sequences | What safety measures do we take while performing a sequence? | Field, field markers, video clips, mats, first aid kit- Learner’s bk pg 91 | Observation-peer assessment-oral questions |  |
| **11** | **assessments** |  |