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|   | 4 |  | <b>Standing Start In Athletics</b> | <p>c) discuss the term 'fair play' during games and sports for value acquisition</p> <p>d) observe rules when practicing the Standing start in athletics for own and others safety</p> | <p>How do you position your body for a standing start in athletics?</p> <p>Why is it important to respect school rules</p> | <ul style="list-style-type: none"> <li>learners interact with digital media to familiarize with the standing start in athletics and observe <ul style="list-style-type: none"> <li>the leg placement during the Standing start</li> <li>the push and arm action during Standing start in athletics</li> <li>full body alignment (hips, knees, eyes and arms) during the Standing</li> <li>the commands "On your marks" and "Go!" during the Standing start</li> </ul> </li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils |  |  |
|   | 5 |  | <b>Standing Start In Athletics</b> | <p>e) play games that involve Standing start in athletics for fun and enjoyment</p> <p>f) appreciate the Standing start as a technique in starting races in athletics</p>              | <p>How do you position your body for a standing start in athletics?</p> <p>Why is it important to respect school rules</p> | <ul style="list-style-type: none"> <li>Learners in groups practice the <ul style="list-style-type: none"> <li>leg placement during the Standing start</li> <li>push and arm action during Standing start in athletics</li> <li>full body alignment (hips, knees, eyes and arms) during the Standing</li> <li>commands "On your marks" and "Go!" during the Standing start</li> </ul> </li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils |  |  |
| 2 | 1 |  | <b>Standing Start In Athletics</b> | <p>e) play games that involve Standing start in athletics for fun and enjoyment</p> <p>f) appreciate the Standing start as a technique in starting races in athletics</p>              | <p>How do you position your body for a standing start in athletics?</p> <p>Why is it important to respect school rules</p> | <ul style="list-style-type: none"> <li>learners in groups discuss the term 'fair play'</li> <li>Learners participate in games for fun and enjoyment and observe safety</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils |  |  |

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| 2 |  | <b>Standing Long Jump</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) demonstrate the Standing long jump to for skill acquisition</li> <li>b) practice the standing long jump for skill masterly</li> </ul> | <p>What moves the body forward after take-off in Standing long jump?</p> <p>Why is it important to work as a team during games and sports?</p> | <ul style="list-style-type: none"> <li>▪ Learners interact with technology to familiarize with the Standing long jump and observe the body position, the arm swing, flight and landing.</li> <li>▪ In groups the learners discuss their observations and respect each other's opinion</li> </ul>                              | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils</p> |  |  |
| 3 |  | <b>Standing Long Jump</b> | <ul style="list-style-type: none"> <li>c) observe safety when practicing the Standing Long jump for own and others safety</li> <li>d) play games for fun and enjoyment</li> </ul>   | <p>What moves the body forward after take-off in Standing long jump?</p> <p>Why is it important to work as a team during games and sports?</p> | <ul style="list-style-type: none"> <li>▪ The learners in groups use drills to practice: <ul style="list-style-type: none"> <li>- the take-off on both feet in Standing long jump</li> <li>- the arm swing, flight and landing in Standing long jump</li> <li>- body positioning for Standing long jump</li> </ul> </li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils</p> |  |  |
| 4 |  | <b>Standing Long Jump</b> | <ul style="list-style-type: none"> <li>e) appreciate the Standing Long jump in athletics</li> </ul>   | <p>What moves the body forward after take-off in Standing long jump?</p> <p>Why is it important to work as a team during games and sports?</p> | <ul style="list-style-type: none"> <li>▪ Learners in groups discuss the importance of teamwork during games and sports</li> <li>▪ Learners observe safety when practicing the Standing Long jump</li> <li>▪ Learners in groups participate in games</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers, first aid kit, pencils</p> |  |  |

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|          | <b>5</b> |  | <b>Manipulative Skills:</b> Ball Game Skills- Improvising Balls | <p>By the end of the sub-strand, the learner should be able to:</p> <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify locally available materials for improvising balls</p> <p>b) improvise balls of various sizes for learning</p> | <p>Which locally available materials are appropriate for improvising durable hand balls?</p> <p>What safety measures can be taken to avoid injuries when improvising hand balls?</p> <p>Which are the likely injuries to soccer when improvising soccer balls?</p> <p>How can the injuries that may occur while improvising hand balls be managed?</p> <p>Which games can be played using improvised hand balls?</p> | <ul style="list-style-type: none"> <li>learners interact with digital technology to find out the shapes of various hand balls</li> <li>learners identify locally available materials that can be used to improvise durable hand balls of various sizes</li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
| <b>3</b> | <b>1</b> |  | <b>Manipulative Skills:</b> Ball Game Skills- Improvising Balls | <p>c) gather locally available materials for improvising balls</p> <p>d) dispose waste after improvisation for environmental care</p>  | <p>Which locally available materials are appropriate for improvising durable hand balls?</p> <p>What safety measures can be taken to avoid injuries when improvising hand balls?</p> <p>Which are the likely injuries to soccer when improvising soccer balls?</p> <p>How can the injuries that may occur while improvising hand balls be managed?</p> <p>Which games can be played using improvised hand balls?</p> | <ul style="list-style-type: none"> <li>in groups learners gather locally available materials for improvising durable balls</li> <li>learners in groups improvise age appropriate hand balls of various sizes</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |

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| 2 |  | <b>Manipulative Skills:</b> Ball Game Skills-Improvising Balls | <p>e) observe safety when improvising balls to avoid injuries</p> <p>f) play games using improvised balls for fun and enjoyment</p>  | <p>Which locally available materials are appropriate for improvising durable hand balls?</p> <p>What safety measures can be taken to avoid injuries when improvising hand balls?</p> <p>Which are the likely injuries to soccer when improvising soccer balls?</p> <p>How can the injuries that may occur while improvising hand balls be managed?</p> <p>Which games can be played using improvised hand balls?</p> | <ul style="list-style-type: none"> <li>learners clean the working area and dispose of waste appropriately</li> <li>learners observe safety when they improvising balls</li> </ul>     | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| 3 |  | <b>Manipulative Skills:</b> Ball Game Skills-Improvising Balls | <p>g) appreciate improvising balls for self-sufficiency</p>  | <p>Which locally available materials are appropriate for improvising durable hand balls?</p> <p>What safety measures can be taken to avoid injuries when improvising hand balls?</p> <p>Which are the likely injuries to soccer when improvising soccer balls?</p> <p>How can the injuries that may occur while improvising hand balls be managed?</p> <p>Which games can be played using improvised hand balls?</p> | <ul style="list-style-type: none"> <li>learners play games using improvised balls and observe rules</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| 4 |  | <b>One Handed Catching</b>                                     | <p>By the end of the Sub strand the learner should be able to:</p> <p>a) demonstrate the Two-handed catch for skill acquisition</p> <p>b) practice the Two-handed catch for skill masterly</p> | <p>which distance is easier to catch from using the One-handed catch?</p> <p>How can you use the One-handed catch in everyday life?</p>  | <ul style="list-style-type: none"> <li>Learners in groups use digital media to view the One-handed catch. they discuss their observations and respect each other's opinion</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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|   | 5 |  | <b>One Handed Catching</b>     | <p>c) observe rules when playing games for own and others safety</p> <p>d) play games for fun and enjoyment</p>   | <p>which distance is easier to catch from using the One-handed catch?</p> <p>How can you use the One-handed catch in everyday life?</p> | <ul style="list-style-type: none"> <li>▪ learners in groups pass a variety of items to each other to practice the One-handed catch using different: <ul style="list-style-type: none"> <li>- distances</li> <li>- pathways</li> <li>- levels</li> <li>- degrees of force</li> </ul> </li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
| 4 | 1 |  | <b>One Handed Catching</b>     | <p>e) appreciate the Two-handed catch as a vital skill in playing a number of games</p>   | <p>which distance is easier to catch from using the One-handed catch?</p> <p>How can you use the One-handed catch in everyday life?</p> | <ul style="list-style-type: none"> <li>▪ the learners make relationships by using the Two-handed catch</li> <li>▪ learners play games for fun and enjoyment and observe safety</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 2 |  | <b>Kneeling Overhead Throw</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the Kneeling overhead throw for skill acquisition</p> <p>b) practice the Kneeling overhead throw for skill masterly</p> | <p>How far can a person throw the ball when on their knees?</p> <p>Why is it important to observe honesty during games and sports?</p>  | <ul style="list-style-type: none"> <li>▪ Learners interact with technology to observe the ball placement during the Kneeling over overhead throw</li> <li>▪ Learners use drills to practice the Kneeling overhead throw</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 3 |  | <b>Kneeling Overhead Throw</b> | <p>c) discuss the importance of honesty during games and sports</p> <p>d) Observe the rules when performing the Kneeling overhead throw for safety</p>  | <p>How far can a person throw the ball when on their knees?</p> <p>Why is it important to observe honesty during games and sports?</p>  | <ul style="list-style-type: none"> <li>▪ Learners in groups discuss the importance of honesty during games and sports</li> <li>▪ Learners observe the rules when practicing the Kneeling overhead throw for safety</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,</p>                     |  |  |

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|          |          |  |                                |   |   |   | rounders ball,ropes  |  |  |
|          | <b>4</b> |  | <b>Kneeling Overhead Throw</b> | e) play fun games for enjoyment   | How far can a person throw the ball when on their knees?<br>Why is it important to observe honesty during games and sports? | <ul style="list-style-type: none"> <li>Learners participate in games for fun and enjoyment</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|          | <b>5</b> |  | <b>Overarm Pass</b>            | By the end of the sub-strand, the learner should be able to:<br>a) demonstrate an Overarm pass for skill acquisition<br>b) practice the Overarm pass for skill masterly | How can you use the over arm pass in everyday life?<br><br>Which games use the overarm pass?                                | <ul style="list-style-type: none"> <li>Interact with digital media to watch a video clip on the Overarm pass and observe the body position and the hand movement, learners discuss their observations and respect each other's views</li> <li>In pairs learners practice throwing the ball to each other from different directions such as forward, sideways and backward using the Overarm pass</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| <b>5</b> | <b>1</b> |  | <b>Overarm Pass</b>            | c) discuss the importance of respecting team mates during games and sports<br>d) observe rules when passing balls for own and others' safety                            | How can you use the over arm pass in everyday life?<br><br>Which games use the overarm pass?                                | <ul style="list-style-type: none"> <li>In groups the learners practice passing the ball to each other from various levels such as while standing, kneeling (low, high)</li> <li>Learners establish relationships as they pass the balls to each other in groups using the overarm pass:</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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| 2 |  | <b>Overarm Pass</b>  | <p>e) play modified games using the Overarm pass for fun and enjoyment</p> <p>f) appreciate the Overarm pass as a vital skill in a number of games</p>                                    | <p>How can you use the over arm pass in everyday life?</p> <p>Which games use the overarm pass?</p>  | <ul style="list-style-type: none"> <li>In groups learners practice the over arm pass by passing the ball to each other using varying degrees of force</li> <li>learners practice the overarm pass over different distances</li> <li>Learners play modified games using the overarm pass and observe safety</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| 3 |  | <b>Overhead Pass</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the Overhead pass for skill acquisition</p> <p>b) practice the Overhead pass for skill masterly</p> | <ul style="list-style-type: none"> <li>Interact with digital media to watch a video clip on the Overhead pass and observe the body position, hands movements as the ball is released. Learners discuss their observations while respecting each other's views</li> <li>In pairs learners practice passing the ball to each other from different directions such as forward and sideways using the Overhead pass</li> </ul> |   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| 4 |  | <b>Overhead Pass</b> | <p>c) discuss the importance of respecting rules during games and sports</p> <p>d) observe rules when passing balls for own and others' safety</p>  | <ul style="list-style-type: none"> <li>In groups the learners practice passing the ball to each other from various levels (low, medium and high) standing, kneeling and seating using the Overhead pass</li> <li>In groups the learners use the Overhead pass to practice passing the ball to each other using various degrees of force</li> </ul>   | <p>which height (level) is easier to make an Overhead pass from?</p> <p>Why is it important to respect rules during games and sports</p>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| 5 |  | <b>Overhead Pass</b> | <p>e) play modified games using the Overhead pass for fun and enjoyment</p> <p>f) appreciate the Overhead pass as a skill in playing a number of games</p>                                | <ul style="list-style-type: none"> <li>Learners establish relationships as they pass the balls to each other in groups using the Overhead pass:</li> <li>In groups learners practice passing the ball over various distances</li> <li>In groups the learner's discuss reasons for respecting rules during games</li> </ul>   |   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,                     |  |  |

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|          |          |  |                      |  |  |   | rounders ball,ropes  |  |  |
| <b>6</b> | <b>1</b> |  | <b>Underarm Pass</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Demonstrate the Underarm pass to for skill acquisition</p> <p>b) practice the Underarm pass for skill masterly</p> | <p>When is it most appropriate to use the underarm pass?</p> <p>Why is it important to have fun and joy when playing games?</p> <p>Which distance is most appropriate for the Underarm pass?</p> | <ul style="list-style-type: none"> <li>Interact with digital media to watch a video clip of the Underarm pass and observe the body position, how the ball is held, and the movement of the hands during release. Learners discuss their observations and respect each other's views</li> <li>In pairs learners practice passing the ball to each other from different directions such as forward, sideways using the Underarm pass</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|          | <b>2</b> |  | <b>Underarm Pass</b> | <p>c) discuss the importance of making games fun and enjoyable</p> <p>d) observe rules when passing balls for own and others' safety</p>   | <p>When is it most appropriate to use the underarm pass?</p> <p>Why is it important to have fun and joy when playing games?</p> <p>Which distance is most appropriate for the Underarm pass?</p> | <ul style="list-style-type: none"> <li>In groups the learners practice passing the ball to each other from various levels (low, high), standing, kneeling and sitting using Underarm pass</li> <li>In groups the learners practice the Underarm pass by passing the ball to each other using various degrees of force</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|          | <b>3</b> |  | <b>Underarm Pass</b> | <p>e) play modified games using the Underarm pass for fun and enjoyment</p> <p>f) appreciate the Underarm pass as a vital skill in playing a number of games</p>                             | <p>When is it most appropriate to use the underarm pass?</p> <p>Why is it important to have fun and joy when playing games?</p> <p>Which distance is most appropriate for the Underarm pass?</p> | <ul style="list-style-type: none"> <li>Learners establish relationships as they pass the balls to each other in groups using the Underarm pass.</li> <li>In groups learners practice passing the ball over various distances using the Underarm pass</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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|   | 4 |  | <b>Chest Pass</b>  | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the Chest pass for skill acquisition</p> <p>b) practice the Chest pass for skill masterly</p>   | <p>Why is it important to be aware of personal and general space when playing games?</p> <p>Why is it important to have team commitment during sports?</p> | <ul style="list-style-type: none"> <li>Interact with digital media to watch a video clip on Chest pass and observe how the fingers are spread over the ball, hand placement and how the ball is released. In groups learners discuss their observations and respect each other's views</li> <li>In pairs learners practice passing the ball to each other in various levels such standing and kneeling using Chest pass</li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 5 |  | <b>Chest Pass</b>  | <p>c) discuss the importance of commitment to a team during games sports</p> <p>d) observe the rules when passing the ball for own and others' safety</p>                             | <p>Why is it important to be aware of personal and general space when playing games?</p> <p>Why is it important to have team commitment during sports?</p> | <ul style="list-style-type: none"> <li>In groups learners practice passing the ball over various distances using Chest pass</li> <li>In pairs learners practice the Chest pass using various degrees of force</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
| 7 | 1 |  | <b>Chest Pass</b>  | <p>e) play modified games using the Chest pass for fun and enjoyment</p> <p>f) appreciate the Chest pass as a skill in playing a number of games</p>                                  | <p>Why is it important to be aware of personal and general space when playing games?</p> <p>Why is it important to have team commitment during sports?</p> | <ul style="list-style-type: none"> <li>In groups learner's discuss the importance of commitment to team during games and sports</li> <li>Learners play modified games using the Chest pass and observe safety</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 2 |  | <b>Bounce Pass</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the Bounce pass for skill acquisition</p> <p>b) practice the Bounce pass for skill masterly</p> | <p>What makes a good bounce pass?</p> <p>Which distance is appropriate for a bounce pass?</p>  | <ul style="list-style-type: none"> <li>Learners interact with digital media to watch a video clip on Bounce pass and observe the execution of the pass. They discuss their observations and respect each other's opinion</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,</p>                     |  |  |

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|  |          |  |                                 |  |  |   | rounders ball,ropes  |  |  |
|  | <b>3</b> |  | <b>Bounce Pass</b>              | <p>c) observe rules when playing games for own and others safety</p> <p>d) play games for fun and enjoyment</p>  |  | <ul style="list-style-type: none"> <li>In pairs learners practice the bounce pass from different directions such as forward and sideways</li> <li>In pairs the learners practice the bounce from different levels, (low, medium and high)</li> <li>In pairs the learners practice the Bounce pass using various degrees of force</li> </ul>               | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|  | <b>4</b> |  | <b>Bounce Pass</b>              | <p>e) appreciate the Bounce Pass as a vital skill in playing a number of games</p>   |  | <ul style="list-style-type: none"> <li>Learners establish relationships as they pass the balls to each other in groups using the Bounce pass</li> <li>Learners play modified games using the Bounce pass and observe safety</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|  | <b>5</b> |  | <b>Improvising Soccer Balls</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the soccer ball to enhance learning</p> <p>b) identify locally available materials for improvising soccer balls</p> <p>c) gather locally available materials for improvise soccer balls</p> | <p>How can the injuries that may soccer while improvising soccer balls be managed?</p> | <ul style="list-style-type: none"> <li>learners interact with digital media to find out the shape, sizes of various soccer balls and the ball sizes for ages 9-11. Learners discuss their findings and respect each other's opinion</li> <li>learners in groups list locally available materials that can be used for improvising soccer balls</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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| 8 | 1 |  | <b>Improvising Soccer Balls</b> | <p>d) improvise age appropriate soccer balls for use in learning</p> <p>e) clean the working area for environmental care</p> <p>f) observe safety measures when improvising soccer balls to avoid inquiries</p> | <p>Which materials are appropriate for improvising durable socce balls?</p> <p>What safety measures can be taken to avoid injuries when improvising soccer balls?</p> | <ul style="list-style-type: none"> <li>▪ In groups learners gather locally available materials for improvising soccer balls</li> <li>▪ learners in groups improvise age appropriate soccer balls of various sizes</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 2 |  | <b>Improvising Soccer Balls</b> | <p>g) play games using improvised soccer balls for fun and enjoyment</p> <p>h) appreciate improvising the soccer balls for self-sufficiency</p>   | <p>Which materials are appropriate for improvising durable socce balls?</p> <p>What safety measures can be taken to avoid injuries when improvising soccer balls?</p> | <ul style="list-style-type: none"> <li>▪ Learners in groups clean the working area after work</li> <li>▪ learners observe safety measures when improvising soccer balls</li> <li>▪ learners play games using improvised soccer balls for fun and enjoyment and observe safety</li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 3 |  | <b>Soccer Passing</b>           | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify body parts used when passing the ball in soccer for body awareness</p>   | <p>Which are the parts of the foot used for passing in soccer?</p>  | <ul style="list-style-type: none"> <li>▪ Learners interact with technology to watch a video clip on passing using different parts of the foot. Learners discuss their observations and respect each other's opinion</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|   | 4 |  | <b>Soccer Passing</b>           | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify body parts used when passing the ball in soccer for body awareness</p>   | <p>Which are the parts of the foot used for passing in soccer?</p>  | <ul style="list-style-type: none"> <li>▪ Learners in pairs show each other the different parts of the foot used for passing in soccer( Instep, inside of the instep and outside of the instep)</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,</p>                     |  |  |

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|          |          |  |                       |  |   |  | rounders ball,ropes  |  |  |
|          | <b>5</b> |  | <b>Soccer Passing</b> | b) label the different parts of the foot used for passing the ball in soccer   | Which are the parts of the foot used for passing in soccer? | <ul style="list-style-type: none"> <li>Learners draw the foot and indicate the different parts of the foot used for passing the ball in soccer (instep, outside of foot and the inside of the instep)</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| <b>9</b> | <b>1</b> |  | <b>Soccer Passing</b> | c) practice passing the ball using the instep for skill acquisition  | Which are the parts of the foot used for passing in soccer? | <ul style="list-style-type: none"> <li>Learners draw the foot and indicate the different parts of the foot used for passing the ball in soccer (instep, outside of foot and the inside of the instep)</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|          | <b>2</b> |  | <b>Soccer Passing</b> | d) observe the rules when passing the ball in soccer for own and others' safety<br>e) appreciate passing as an important skill in soccer | Which are the parts of the foot used for passing in soccer? | <ul style="list-style-type: none"> <li>In pairs learners practice the Instep pass: <ul style="list-style-type: none"> <li>In various levels (low, medium and high)</li> <li>different speed,</li> <li>at various distances</li> <li>different directions</li> </ul> </li> <li>Learners play minor games that use the Instep for fun and enjoyment and observe rules</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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|           | <b>3</b> |  | <b>Soccer Passing</b> | <p>d) observe the rules when passing the ball in soccer for own and others' safety</p> <p>e) appreciate passing as an important skill in soccer</p>  | Which are the parts of the foot used for passing in soccer? | <ul style="list-style-type: none"> <li>▪ In pairs learners practice the Instep pass: <ul style="list-style-type: none"> <li>- In various levels (low, medium and high)</li> <li>- different speed,</li> <li>- at various distances</li> <li>- different directions</li> </ul> </li> <li>▪ Learners play minor games that use the Instep for fun and enjoyment and observe rules</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>4</b> |  | <b>Hand Juggling</b>  | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate hand juggling for skill acquisition</p> <p>b) practice hand Juggling of balls for skill masterly</p> | How can hand juggling be used in everyday life?             | <ul style="list-style-type: none"> <li>▪ learners interact with digital media to watch a video clip on hand juggling and observe hand juggling of One and two balls juggling. Learners discuss the video clip and respect each other's opinion</li> <li>▪ Learners individually practice hand juggling using different items (bean bags, scurf's, soft small balls).</li> </ul>            | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>5</b> |  | <b>Hand Juggling</b>  | <p>f) observe rules when hand juggling for own and others' safety</p> <p>c) play hand juggling games for fun and enjoyment</p>   | How can hand juggling be used in everyday life?             | <ul style="list-style-type: none"> <li>▪ Learners in pairs practice hand juggling of One ball and give each other feedback</li> <li>▪ Individually the learners practice hand juggling of two balls</li> </ul>   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| <b>10</b> | <b>1</b> |  | <b>Hand Juggling</b>  | <p>d) appreciate Juggling for self-determination</p>   | How can hand juggling be used in everyday life?             | <ul style="list-style-type: none"> <li>▪ In groups learners practice hand juggling of two balls and give each other feedback</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,                     |  |  |



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|           |          |  |   |   |  |   | first aid kit,<br>pencils,<br>rounders<br>ball,ropes   |  |  |
| <b>11</b> | <b>1</b> |  | <b>Bats, Posts<br/>And<br/>Rounders<br/>Balls</b> | <p>d) improvise age appropriate Bats, posts and Rounders ball for playing rounders game</p> <p>e) observe safety measures when improvising the Bats, posts and Rounders ball</p>  | <p>3. Which are the likely injuries to occur when improvising rounders equipment?</p> <p>4. How can the injuries that are likely to occur while improvising rounders equipment be managed?</p> | <ul style="list-style-type: none"> <li>Learners in groups improvise age appropriate Bat, posts and Rounders balls</li> <li>Learners observe safety measures when improvising Bat, posts and Rounders balls</li> </ul>   | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>2</b> |  | <b>Bats, Posts<br/>And<br/>Rounders<br/>Balls</b> | <p>f) play games using improvised Bats, posts and Rounders ball for fun and fitness</p> <p>g) appreciate improvising the Bats, posts and Rounders ball for self-sufficiency</p>   |  | <ul style="list-style-type: none"> <li>Learners play games using improvised equipment in Rounders and observe rules</li> </ul>  | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>3</b> |  | <b>Pitch<br/>Orientation</b>                      | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the different sections of a Rounders pitch</p> <p>b) draw a sketch of the Rounders pitch to enhance learning</p> <p>c) place Rounders posts in the play area for field orientation</p> | <p>Which are the sections of a Rounders pitch</p>  | <ul style="list-style-type: none"> <li>The learners interact with technology to watch a video clip of a Rounders pitch and look out for the batting and bowling square, the width and length of pitch</li> <li>Using images from the digital media or sketches provided learners draw the Rounders pitch and indicate the batting square, the bowling square and the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> posts</li> </ul> | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>4</b> |  | <b>Pitch<br/>Orientation</b>                      | <p>e) play Rounders games for fun and enjoyment</p> <p>f) appreciate the Rounders as a game for recreation</p>  | <p>Which are the sections of a Rounders pitch</p>  | <ul style="list-style-type: none"> <li>Learners participate in a Rounders games for fun and enjoyment and observe safety</li> </ul>   | PHE design,<br>field/space,<br>video, check list, exercise books, pens,  |  |  |

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|           |          |  |                            |  |  |  | rubbers bat,<br>first aid kit,<br>pencils,<br>rounders<br>ball,ropes   |  |  |
|           | <b>5</b> |  | <b>Bowling In Rounders</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe bowling in rounders game<br/>b) identify the body parts that are used when bowling in Rounders</p>            | <p><b>What is the correct stance for the bowling technique?</b></p> <p><b>Why is it important to grip the ball correctly in rounders game'</b></p> | <ul style="list-style-type: none"> <li>learners watch a video clip on bowling and observe the body parts used for holding the Rounders ball the bowling action as used in Rounders. learners discuss their observations from the video clip and respect each other's opinion</li> <li>Learners practice the correct ball gripping in rounders (First and second fingers placed over two seams of the ball where they come together, with the thumb also over seam).</li> </ul> | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
| <b>12</b> | <b>1</b> |  | <b>Bowling In Rounders</b> | <p>c) practice bowling for skill masterly<br/>d) observe the rules of bowling for fair play and competition<br/>e) play Rounders for fun and enjoyment<br/>f) appreciate bowling in rounders</p> | <p><b>What is the correct stance for the bowling technique?</b></p> <p><b>Why is it important to grip the ball correctly in rounders game'</b></p> | <ul style="list-style-type: none"> <li>Learners practice recovery after ball release</li> <li>Learners demonstrate the standing positions during bowling (feet staggered, feet apart)</li> <li>In pairs learners demonstrate the arm swing for power and balance during bowling</li> </ul>   | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|           | <b>2</b> |  | <b>Bowling In Rounders</b> | <p>c) practice bowling for skill masterly<br/>d) observe the rules of bowling for fair play and competition<br/>e) play Rounders for fun and enjoyment<br/>f) appreciate bowling in rounders</p> | <p><b>What is the correct stance for the bowling technique?</b></p> <p><b>Why is it important to grip the ball correctly in rounders game'</b></p> | <ul style="list-style-type: none"> <li>Learners practice throwing the Rounders ball in different levels (low, medium, high)</li> <li>Learners practice bowling in different directions (sideways, forward)</li> <li>Learners play bowling drills for fun and enjoyment observing the rules of bowling.</li> </ul>  | PHE design,<br>field/space,<br>video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |

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|           | <b>3</b> |  | <b>Rounders Batting</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the body positions in rounders when batting for skill acquisition</p> <p>b) practice batting in rounders for skill masterly</p> | <hr/> <p>What is the best body position for a batsmar in Rounders?</p> | <ul style="list-style-type: none"> <li>▪ Learners interact with technology to observe the Stance, Grip, swing and hit. The learners discuss their observations and respect each other's opinion</li> </ul>   | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|           | <b>4</b> |  | <b>Rounders Batting</b> | <p>c) observe rules when batting for safety</p> <p>d) play conditioned Rounders games for fun and enjoyment</p>   | <hr/> <p>What is the best body position for a batsmar in Rounders?</p> | <ul style="list-style-type: none"> <li>▪ Learners in groups practice the <ul style="list-style-type: none"> <li>- Stance</li> <li>- Grip</li> <li>- Swing</li> <li>- Hit</li> </ul> </li> <li>▪ Learners practice batting the ball to various distances</li> </ul> | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
|           | <b>5</b> |  | <b>Rounders Batting</b> | <p>e) appreciate batting in Rounders for a successful game</p>  | <hr/> <p>What is the best body position for a batsmar in Rounders?</p> | <ul style="list-style-type: none"> <li>▪ Learners in groups use drills to practice batting</li> <li>▪ Learners observe rules as they play the batting minor game</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p> |  |  |
| <b>13</b> | <b>1</b> |  | <b>Rounders Batting</b> | <p>e) appreciate batting in Rounders for a successful game</p>  | <hr/> <p>What is the best body position for a batsmar in Rounders?</p> | <ul style="list-style-type: none"> <li>▪ Learners record the scores as they play games</li> </ul>  | <p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,</p>                     |  |  |

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|  |   |  |  |   |   |   | rounders ball,ropes  |  |  |
|  | 2 |  | <b>Running A Rounder</b>   | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate running a rounder for skill acquisition</p> <p>b) practice running a rounder for skill masterly</p>                                       | How many posts are there in Rounders pitch?   | <ul style="list-style-type: none"> <li>interact with technology to watch running a rounder in rounders game</li> <li>learners in groups practice running around</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|  | 3 |  | <b>Running A Rounder</b>   | <p>c) observe rules of running a rounder for safety</p> <p>d) play Rounders games for fun and enjoyment</p>   | How many posts are there in Rounders pitch?   | <ul style="list-style-type: none"> <li>learners in groups practice, post contact drills in running a rounder</li> <li>learners in groups observe rules when running a rounder for safety</li> </ul>                   | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|  | 4 |  | <b>Running A Rounder</b>   | <p>e) appreciate Running a rounder in the game of rounders</p>  | How many posts are there in Rounders pitch?   | <ul style="list-style-type: none"> <li>learners play Rounders games for fun and enjoyment</li> </ul>  | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes |  |  |
|  | 5 |  | <b>Manipulative skills: Basic Rope work: Improvising the jump rope</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify locally available materials for improvising the jump rope</p> <p>b) gather locally available materials for improvising durable jump rope</p> | <p>1. Which are some of the locally available materials that can be used to improvise durable jump ropes?</p> <p>2. Which materials are appropriate for improvising durable soccer balls?</p> | <ul style="list-style-type: none"> <li>Learners interact with technology to watch a video clip on jump rope</li> <li>In groups learners list locally available materials for improvising durable jump rope</li> </ul> | PHE design, field/space, video, check list, exercise books, pens, rubbers bat,   |  |  |

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|  |  |  |  |  |  |  | first aid kit,<br>pencils,<br>rounders<br>ball,ropes |  |  |
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| <b>14</b> |  | <b>End Term/Assesment</b> |  |  |  |  |  |  |  |
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**End Term/Assesment**