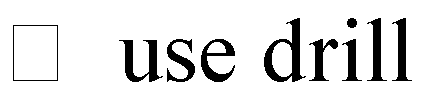
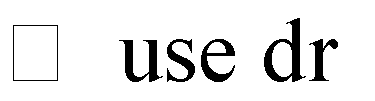
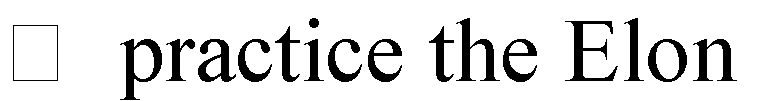
**PHYSICAL HEALTH EDUCATION ACTIVITIES.**

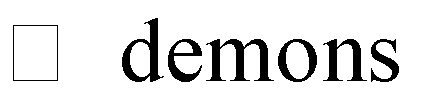
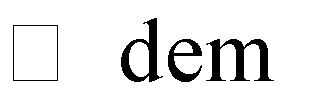


GRADE FIVE SCHEMES OF WORK TERM 1

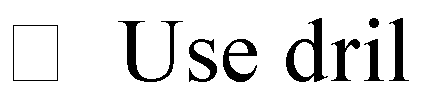
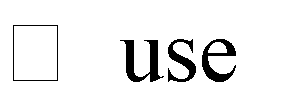
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| **Wk** |  | **Ls**  **n** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Ref**  **l** |
| **1** | | **1** | **GAMES AND SPORTS** | **Athletic truck Event:** Medium starts in sprints | By the end of the sub strands, the learner should be able to:   1. explain the body alignment in Medium Sprint Start 2. use drills to practice the Medium Sprint Start in races 3. Appreciate the medium sprint start in starting sprint races in athletics. | Which are the safety considerations to observe when running the 50m? | The learner is guided individually or in groups to: interact with technology to watch a video clip on the Medium Sprint Start  demonstrate the body alignment in medium sprint start by running 50m  and get feedback from the teacher  Practice the medium sprint start and use the provided checklist to give each  other feedback  use drills to practice the medium sprint start | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | | **2** |  | **Athletic truck Event:** Medium starts in sprints | By the end of the sub strands, the learner should be able to:   1. use drills to practice the Medium Sprint Start in races 2. play racing games using the Medium Sprint Start and observe safety 3. Appreciate the medium sprint start in starting sprint races in athletics. | Which are the safety considerations to observe when running the 50m? | The learner is guided individually or in groups to: interact with technology to watch a video clip on the Medium Sprint Start  demonstrate the body alignment in medium sprint start by running 50m  and get feedback from the teacher  Practice the medium sprint start and use the provided checklist to give each  other feedback  use drills to practice the medium sprint start | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | | **3** |  | **Elongated start in races** | By the end of the sub strands, the learner should be able to:  a. practice the body alignment in Elongated start in races for skill acquisition | How different is the Elongated start in races from the Medium Sprint Start? | The learner is guided individually or in groups to: use the digital devices to watch a video clip on the Elongated start in races | * Field markers * Open field * Sports attire * Lime | 1. Observation checklists 2. Portfolio 3. Progress reports |  |

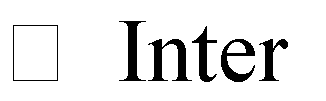
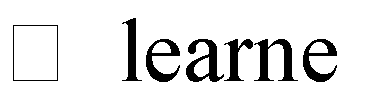
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|  |  |  |  | 1. discuss the health benefits gained through participating in running 2. enjoy starting races using the Elongated start |  | demonstrate the body alignment in Elongated start in races and get feedback from the teacher  practice the elongated start and use provided checklist to give feedback to each other  use drills to practice the Elongated start in races | * Videos * Resource person |  |  |
|  | **4** |  | **Elongated start in races** | By the end of the sub strands, the learner should be able to:   1. discuss the health benefits gained through participating in running 2. use drills to practice the Elongated start in races 3. enjoy starting races using the Elongated start 4. Observe safety when performing Elongated start in races | How different is the Elongated start in races from the Medium Sprint Start? | discuss the health benefits gained by participating in running  observe safety when performing the Elongated start in races  Pray racing game by using the  Elongated start in races for fun and enjoyment | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Run through finish technique** | By the end of the sub strands, the learner should be able to:   1. explain the ‘Run through finish’ technique in race to enhance learning 2. practice the ‘Run through finish’ technique for skill acquisition 3. observe safety when practicing the ‘Run through finish’ technique 4. appreciate the ‘Run through finish’ technique in races   for a good finish | Which other method can be used to finish a race? | The learner is guided individually or in groups to:  Demonstrate the ‘Run through finish’ and get feedback from the teacher  Practice the ‘Run through finish’ in races and give each other feedback  Use drills to practice the ‘Run through finish’ in races  Play racing games and use the ‘Run through finish’ and observe safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
| **2** | **1** |  | **improvising the relay Baton** | By the end of the sub strands, the learner should be able to:   1. identify and gather locally available materials for improvising the relay Baton 2. observe safety when improvising the relay Baton to avoid injuries | Why is it important to improvise play items? | The learner is guided individually or in groups to:  Learners interact with digital  technology to find out the shape of a relay baton  Learners identify and gather locally available materials that can be used to  improvise durable relay batons | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



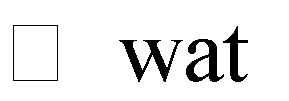
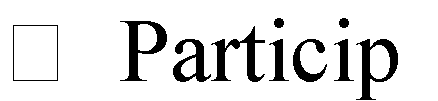
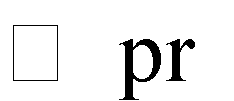


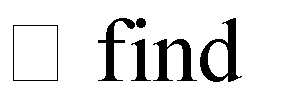
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|  |  |  |  | c. use improvised relay Baton to play games for fun and  enjoyment |  | Creatively improvise age appropriate relay Batons using  correct measurements |  |  |  |
|  | **2** |  | **improvising the relay Baton** | By the end of the sub strands, the learner should be able to:   1. creatively improvise age appropriate relay batons for use during relay races 2. observe safety when improvising the relay Baton to avoid injuries 3. use improvised relay Baton to play games for fun and enjoyment | Why is it important to improvise play items? | The learner is guided individually or in groups to:  Learners interact with digital  technology to find out the shape of a relay baton  learners identify and gather locally available materials that can be used to  improvise durable relay batons  c r e a t I vely improvise age  appropriate relay Batons using correct measurements | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **improvising the relay Baton** | By the end of the sub strands, the learner should be able to:   1. dispose waste after improvisation for environmental care 2. observe safety when improvising the relay Baton to avoid injuries 3. use improvised relay Baton to play games for fun and enjoyment | Why is it important to improvise play items? | Clean the working area and dispose of waste appropriately  Play games using improvised batons and observe safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **4** |  | **Visual Baton exchange** | By the end of the sub strands, the learner should be able to:   1. practice the visual baton change technique in relays for skill acquisition 2. use drill to practice the visual baton change in relays 3. display joy when appreciating in the relay races | How is relay baton change useful in daily life | The learner is guided individually or in groups to:  interact with technology to observe the visual baton change in relays  Demonstrate the visual baton exchange technique in relays and get feedback from the teacher  Use the provided checklist to give each other feedback when practicing the visual baton exchange technique  Use drills to develop the visual baton change technique  in relays | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Visual Baton exchange** | By the end of the sub strands, the learner should be able to: | How is relay baton change useful in daily life | The learner is guided individually or in groups to: | * Field markers * Open field * Sports attire | 1. Observation checklists 2. Portfolio |  |



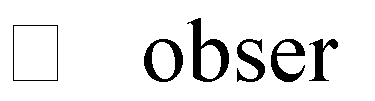
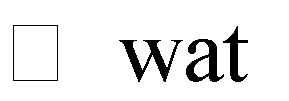
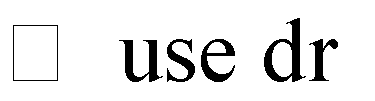
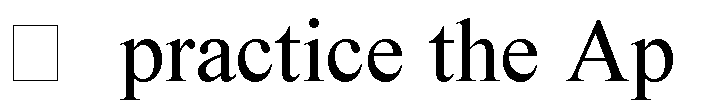
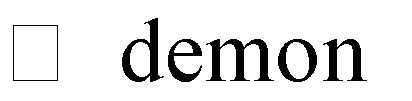
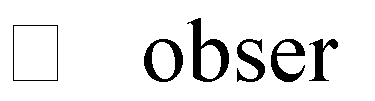
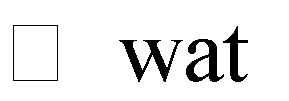
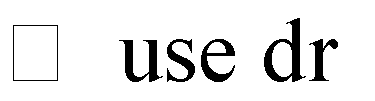
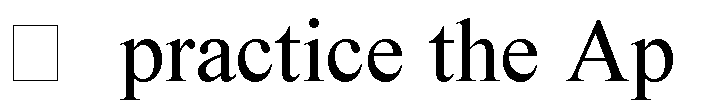
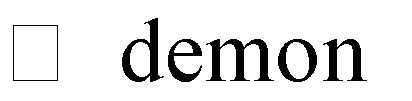


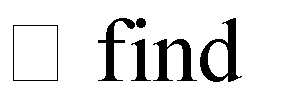
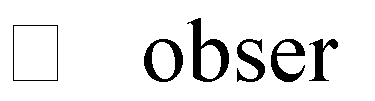
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|  |  |  |  | 1. practice the visual baton change technique in relays for skill acquisition 2. use drill to practice the visual baton change in relays 3. display joy when appreciating in the relay races |  | Interact with technology to observe the visual baton change in relays  Demonstrate the visual baton exchange technique in relays and get feedback from the teacher  Use the provided checklist to give each other feedback when practicing the visual baton exchange technique  Use drillls to develop the visual baton change technique in relays | * Lime * Videos * Resource person * Required resources | c) Progress reports |  |
| **3** | **1** |  | **Visual Baton exchange** | By the end of the sub strands, the learner should be able to:   1. Creatively come up with drills to practice the visual baton change technique 2. play games that involve visual baton change in relays and observe safety 3. display joy when   appreciating in the relay races | How is relay baton change useful in daily life | Creatively come up with own drills to practice the visual baton change technique  Practice the visual baton change technique and use provided checklist  to give each other feedback  participate in shuttle relays in small groups, and use visual baton exchange while observing safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **2** |  | **Visual Baton exchange** | By the end of the sub strands, the learner should be able to:   1. Creatively come up with drills to practice the visual baton change technique 2. play games that involve visual baton change in relays and observe safety 3. display joy when appreciating in the relayraces | How is relay baton change useful in daily life | Creatively come up with own drills to practice the visual baton change technique  Practice the visual baton change technique and use provided checklist  to give each other feedback  participate in shuttle relays in small groups, and use visual baton exchange while observing safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Hurdles Approach,** | By the end of the sub strands, the learner should be able to:   1. practice the Approach, Take off, Flight and hurdle clearance for skill acquisition 2. discuss the safety considerations to observe | How can respect for classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance | The learner is guided individually or in groups to use digital devices and other sources of information to:  Fine out what hurdle events are and the distances covered. W a t ch a video or videos on  hurdle clearance | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



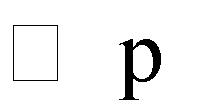
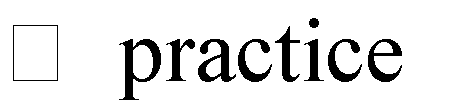
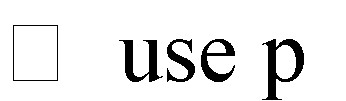
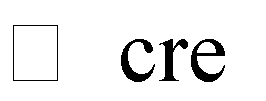
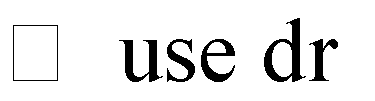
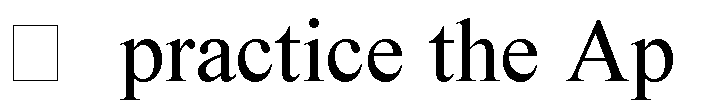


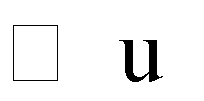
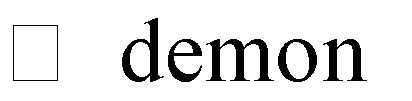
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|  |  |  |  | when performing the hurdle event  c. enjoy participating in the hurdle races | fitness for an individual? | Observe the foot placement over the hurdles when clearing  demonstrate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher  proach, Take Off, Flight and Hurdle Clearance and give each other feedback  Use drills to practice the  Approach, Take Off and Flight and give each other feedback |  |  |  |
|  | **4** |  | **Take off,** | By the end of the sub strands, the learner should be able to:   1. practice the Approach, Take off, Flight and hurdle clearance for skill acquisition 2. discuss the safety considerations to observe when performing the hurdle event 3. enjoy participating in the hurdle races | How can respect for classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance fitness for an individual? | The learner is guided individually or in groups to use digital devices and other sources of information to:  find out what hurdle events are and the distances covered. ch a video or videos on  hurdle clearance  ve the foot placement over the hurdles when clearing  strate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher  proach, Take Off, Flight and Hurdle Clearance and give  each other feedback  ills to practice the Approach, Take Off and Flight  and give each other feedback | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Flight and hurdle clearance** | By the end of the sub strands, the learner should be able to:   1. use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events 2. creatively come up with own drills to practice the | How can respect for classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance fitness for an individual? | The learner is guided individually or in groups to use digital devices and other sources of information to:  Find out what hurdle events are and the distances covered. Wa t ch a video or videos on  hurdle clearance  observe the foot placement over the hurdles when clearing | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



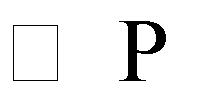
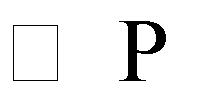
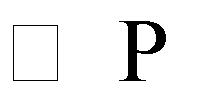


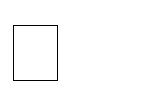
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|  |  |  |  | Approach, take off, Flight and hurdle clearance  c. discuss the safety considerations to observe when performing the hurdle event |  | Demonstrate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher  Demonstrate the approach, Take Off, Flight and Hurdle Clearance and give  each other feedback  use drills to practice the  Approach, Take Off and Flight and give each other feedback |  |  |  |
| **4** | **1** |  | **Flight and hurdle clearance** | By the end of the sub strands, the learner should be able to:   1. use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events 2. creatively come up with own drills to practice the Approach, take off, Flight and hurdle clearance 3. discuss the safety considerations to observe when performing the hurdle event | How can respect for classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance fitness for an individual? | atively come up with drills to practice the Approach, Take Off,  Flight and Hurdle Clearance rovided checklist to  give each other feedback when practicing the  Approach, Take Off, Flight and Hurdle Clearance  the approach, take off, flight and hurdle clearance while focusing on: coordination, reaction time and speed  play racing game over age  appropriate hurdles and observe safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **2** |  | **Field Events:** Long jump | By the end of the sub strands, the learner should be able to:   1. familiarize with the facility and the equipment for long jump 2. identify the sections of the Long jump area to enhance skill development 3. discuss the most appropriate locally available material for filling the long jump pit 4. play games that involve   jumping for fun and observe safety | Which locally available materials can be used to fill in, the long jump pit? | The learner is guided individually or in groups to:  Use provided sketches, pictures or use the digital media to watch images of the long jump facility and observe the take-off board the runway and the jumping pit  Discuss the most approriate  locally available material for filling the long jump pit  play games that involve  jumping for fun and observe safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Long jump technique** | By the end of the sub strands, the learner should be able to: | 1. How can skills in long jump be helpful in daily life? | The learner is guided individually or in groups to: | * Field markers * Open field * Sports attire | 1. Observation checklists 2. Portfolio |  |



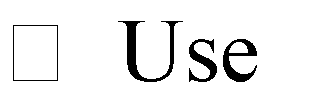
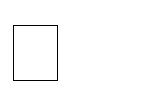
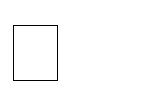
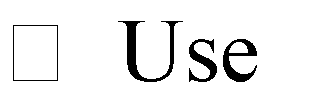


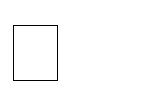
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|  |  |  |  | 1. practice the approach run, take off, flight and landing in long jump 2. play games that enhance approach run, take off, flight and landing in long jump and observe safety 3. appreciate Long jump as a sport | 2. Why should an athlete take off from the take-off board during long jump? | use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing  demonstrate the approach run, take off, flight and landing and get feedback from the teacher  ractice the approach run, take off, flight and landing give each other feedback | * Lime * Videos * Resource person * Required resources | c) Progress reports |  |
|  | **4** |  | **Long jump technique** | By the end of the sub strands, the learner should be able to:   1. practice the approach run, take off, flight and landing in long jump 2. play games that enhance approach run, take off, flight and landing in long jump and observe safety 3. appreciate Long jump as a sport | 1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump? | The learner is guided individually or in groups to:  use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing  demonstrate the approach run, take off, flight and landing and get feedback from the teacher  practice the approach run,  take off, flight and landing give each other feedback | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Long jump technique** | By the end of the sub strands, the learner should be able to:   1. practice the approach run, take off, flight and landing in long jump 2. play games that enhance approach run, take off, flight and landing in long jump and observe safety 3. appreciate Long jump as a sport | 1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump? | The learner is guided individually or in groups to:  use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing  demonstrate the approach run, take off, flight and landing and get feedback from the teacher  ractice the approach run,  take off, flight and landing give each other feedback | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
| **5** | **1** |  | **Long jump technique** | By the end of the sub strands, the learner should be able to:  a. use drills to practice the approach run, take off, | 1. How can skills in long jump be helpful in daily life? 2. Why should an | establish the running rhyme in long jump to establish the takeoff foot | * Field markers * Open field * Sports attire * Lime | 1. Observation checklists 2. Portfolio |  |



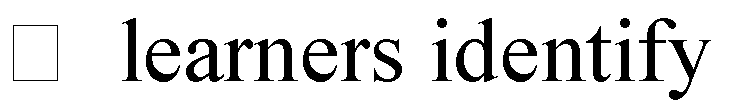


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|  |  |  |  | flight and landing in long jump   1. establish the running rhyme in long jump for accurate stepping on the take-off board 2. appreciate Long jump as a sport | athlete take off from the take-off board during long jump? | use provided checklist to give each other feedback when practicing the approach run, take off, flight and landing    when taking part in the long jump event    enjoyment and observe safety  u s e appropriate drills to  practice the approach run, take  off, flight and landing | * Videos * Resource person * Required resources | c) Progress reports |  |
|  | **2** |  | **Long jump technique** | By the end of the sub strands, the learner should be able to:   1. use drills to practice the approach run, take off, flight and landing in long jump 2. play games that enhance approach run, take off, flight and landing in long jump and observe safety 3. appreciate Long jump as a sport | 1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump? | establish the running rhyme in long jump to establish the takeoff foot  use provided checklist to give each other feedback when practicing the approach run, take off, flight and landing    when taking part in the long jump event    enjoyment and observe safety ppropriate drills to  practice the approach run, take off, flight and landing | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. familiarize with the facility, equipment and the sector in discus 2. observe safety when improvising the discus 3. play games that involve throwing for fun and observe safety | Which locally available materials can be used to make the discus? | The learner is guided individually or in groups to:  Use digital devices to watch  video clips of the discuss facility, equipment and the sector  use digital devices and other  sources of information to find out   * the shape of the discuss * the weight of the discus for their age   learners Identify and gather  locally available materials that can be used to improvise a durable discuss  creatively improvise an age  appropriate discus | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |





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|  | **4** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. familiarize with the facility, equipment and the sector in discus 2. observe safety when improvising the discus 3. play games that involve throwing for fun and observe safety | Which locally available materials can be used to make the discus? | The learner is guided individually or in groups to:  Use digital devices to watch  video clips of the discuss facility, equipment and the sector  use digital devices and other  sources of information to find out   * the shape of the discuss * the weight of the discus for their age   and gather locally available materials that can be used to improvise a durable discuss    appropriate discus | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. identify and gather locally available materials for improvising the discus 2. observe safety when improvising the discus 3. play games that involve throwing for fun and observe safety | Which locally available materials can be used to make the discus? | The learner is guided individually or in groups to:  Use digital devices and other  video clips of the discuss facility, equipment and the sector  use digital devices and other  sources of information to find out   * the shape of the discuss * the weight of the discus for their age   learners idenitfy and gather  locally available materials that can be used to improvise a durable discuss  creatively improvise an age appropriate discus | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
| **6** | **1** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. identify and gather locally available materials for improvising the discus 2. observe safety when improvising the discus | Which locally available materials can be used to make the discus? | The learner is guided individually or in groups to:    video clips of the discuss facility, equipment and the sector    sources of information to find out | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



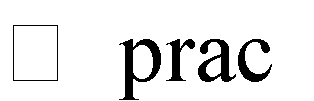
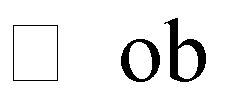
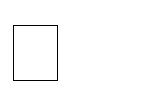
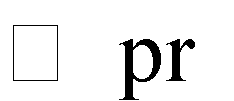
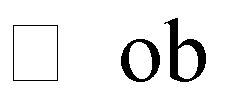
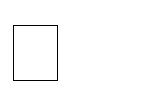


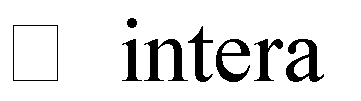
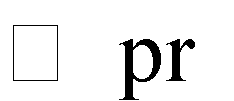
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|  |  |  |  | c. play games that involve throwing for fun and observe safety |  | * the shape of the discuss * the weight of the discus for their age     locally available materials that can be used to improvise a durable discuss |  |  |  |
|  | **2** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. creatively improvise age appropriate discuss 2. dispose waste appropriately after improvising for environmental care 3. observe safety when improvising the discus 4. play games that involve   throwing for fun and observe safety | Which locally available materials can be used to make the discus? | Clean the working and dispose waste appropriately  Play games using  improvised discus and observe safety  Play games involving discuss throwing area and equipment for fun and enjoyment.  Creatively improvise an age  appropriate discus | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Standing Discus** | By the end of the sub strands, the learner should be able to:   1. creatively improvise age appropriate discuss 2. dispose waste appropriately after improvising for environmental care 3. observe safety when improvising the discus 4. play games that involve throwing for fun and observe safety | Which locally available materials can be used to make the discus? | dispose waste appropriately    improvised discus and observe safety  Play games involving discuss throwing area and equipment for fun and enjoyment.    appropriately | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **4** |  | **Standing discus technique** | By the end of the sub strands, the learner should be able to:   1. practice the stance, grip, swing, release and recovery in standing discuss 2. apply rules when practicing the standing discus relates well with the team during practice 3. Watch a video clip on standing discuss | 1. Which is the best way to hold/grip the discus when taking a standing throw? 2. Which locally available materials can be used to make the discus? | The learner is guided individually or in groups to:  Use digital devices to watch  A video clip on the standing discuss and observe the   * grip, * swing, * release and recovery   demonstrate the stance ,grips  swing, release and recovery and get feedback from the teacher | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Standing discus technique** | By the end of the sub strands, the learner should be able to: | 1. Which is the best way to hold/grip the | The learner is guided individually or in groups to:  Use digital devices to watch  A video clip on the standing discuss and observe the   * grip, * swing, * release and recovery   demonstrate the stance ,grips  swing, release and recovery and get feedback from the teacher | * Field markers * Open field | a) Observation checklists |  |



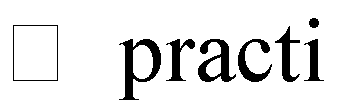
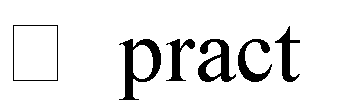
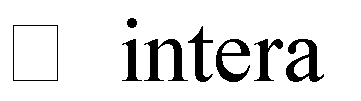
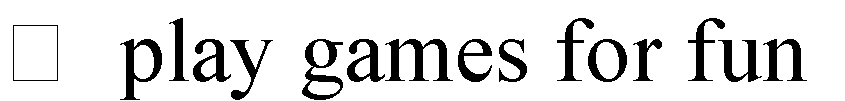
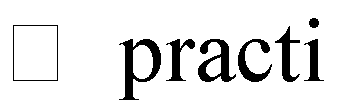
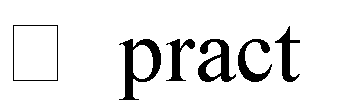
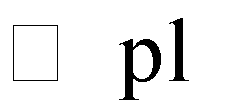
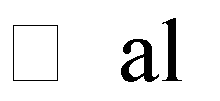
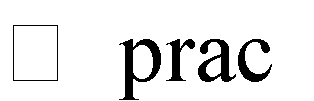
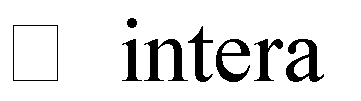
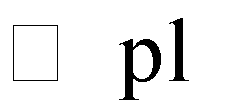


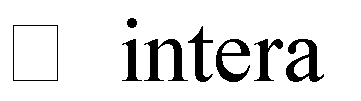
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|  |  |  |  | 1. practice the stance, grip, swing, release and recovery in standing discuss 2. apply rules when practicing the standing discus relates well with the team during practice 3. Watch a video clip on standing discuss | discus when taking a standing throw?  2. Which locally available materials can be used to make the discus? |  | * Sports attire * Lime * Videos * Resource person * Required resources | 1. Portfolio 2. Progress reports |  |
| **7** | **1** |  | **Standing discus technique** | By the end of the sub strands, the learner should be able to:   1. use drills to practice the stance, grip, swing, release and recovery in standing discuss 2. play throwing games using relay batons to practice the stance, grip, swing, release and recovery 3. apply rules when practicing the standing discus relates well with the team during   practice | 1. Which is the best way to hold/grip the discus when taking a standing throw? 2. Which locally available materials can be used to make the discus? | practice the standing discus and give each other feedback    stance, grip, swing, release and recovery  use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety  observe rules when participating in standing discuss | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **2** |  | **Standing discus technique** | By the end of the sub strands, the learner should be able to:   1. use drills to practice the stance, grip, swing, release and recovery in standing discuss 2. play throwing games using relay batons to practice the stance, grip, swing, release and recovery 3. apply rules when practicing the standing discus relates   well with the team during practice | 1. Which is the best way to hold/grip the discus when taking a standing throw? 2. Which locally available materials can be used to make the discus? | actice the standing discus and give each other feedback    stance, grip, swing, release and recovery  use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety  serve rules when participating in standing discuss | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Straddle and Straddle cross:** Rope work | By the end of the sub strands, the learner should be able to:   1. explain the term straddle as used in skipping rope 2. practice the straddle and straddle cross for skill acquisition | What other combinations can be made in straddle? | The learner is guided individually or in groups to:  interact with digital to observe the straddle  practice the straddle and straddle cross and get feedback from the teacher | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



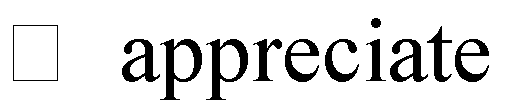
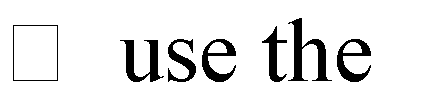
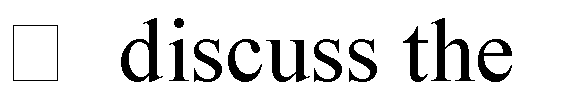
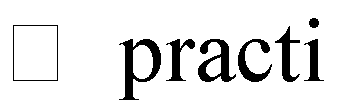
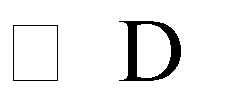
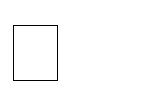
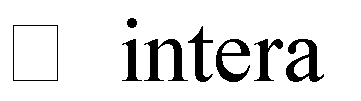
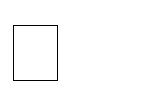
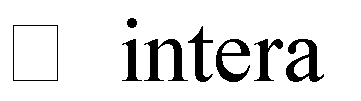


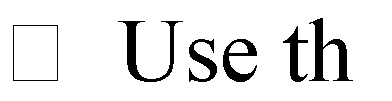
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|  |  |  |  | 1. observe safety when practicing the straddle to avoid injuries 2. play skipping games for fun and enjoyment |  | stationery, backwards forwards and with eyes closed  alternate jumping rope with feet together and straddle  play skipping games with friends for fun and enjoyment | * Required resources |  |  |
|  | **4** |  | **Straddle and Straddle cross:** Rope work | By the end of the sub strands, the learner should be able to:   1. explain the term straddle as used in skipping rope 2. practice the straddle and straddle cross for skill acquisition 3. observe safety when practicing the straddle to avoid injuries 4. initiate skipping games when with friends | What other combinations can be made in straddle? | The learner is guided individually or in groups to:  ct with digital to observe the straddle  tice the straddle and straddle cross and get feedback from the teacher    stationery, backwards forwards and with eyes closed  ternate jumping rope with feet together and straddle  ay skipping games with friends for fun and enjoyment | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Skier** | By the end of the sub strands, the learner should be able to:   1. explain the term skier as used in skipping rope 2. practice the skier for skill acquisition 3. observe safety when practicing the skier to avoid injuries 4. play skipping games for enjoyment | Which skipping technique can be combined with skier? | The learner is guided individually or in groups to:  interact with digital to observe the skier  practice the skier and get feedback from the teacher  practice the skier while stationery, backwards forwards and with eyes closed and  enjoyment | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
| **8** | **1** |  | **Skier** | By the end of the sub strands, the learner should be able to:   1. explain the term skier as used in skipping rope 2. practice the skier for skill acquisition 3. observe safety when practicing the skier to avoid injuries 4. play skipping games for   enjoyment | Which skipping technique can be combined with skier? | The learner is guided individually or in groups to:  ct with digital to observe the skier  ice the skier and get feedback from the teacher  ce the skier while stationery, backwards forwards and with eyes closed    enjoyment | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **2** |  | **Heels tap** | By the end of the sub strand the learner should be able to: | How does skipping contribute to good health? | The learner is guided individually and in groups to: | * Field markers * Open field * Sports attire | 1. Observation checklists 2. Portfolio |  |



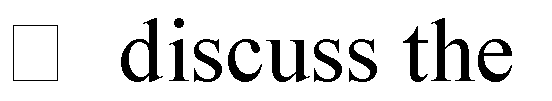
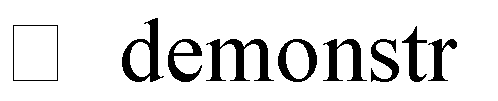
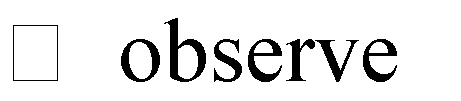
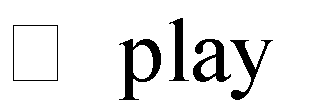
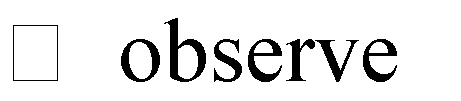
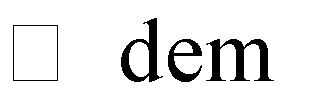
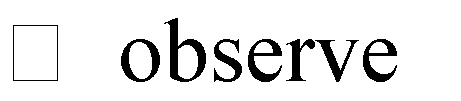
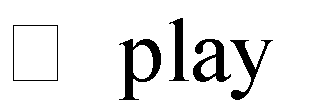
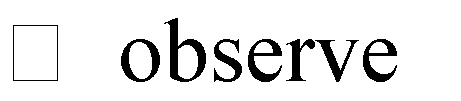
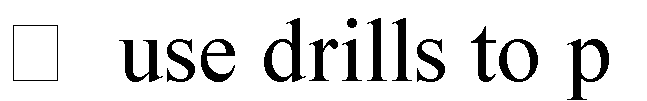


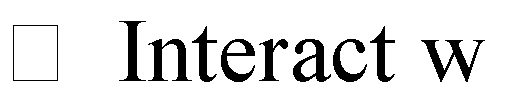
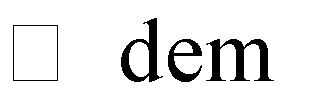
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|  |  |  |  | 1. explain the term Heel taps as used in skipping rope 2. practice Heel taps for skill acquisition 3. observe safety when practicing the skier to avoid injuries 4. play games for enjoyment |  | interact with digital to observe the Heel taps  practice the Heel taps and get feedback from the teacher    stationery, backwards forwards and with eyes closed    enjoyment | * Lime * Videos * Resource person * Required resources | c) Progress reports |  |
|  | **3** |  | **Heels tap** | By the end of the sub strand the learner should be able to:   1. explain the term Heel taps as used in skipping rope 2. practice Heel taps for skill acquisition 3. observe safety when practicing the skier to avoid injuries 4. play games for enjoyment | How does skipping contribute to good health? | The learner is guided individually and in groups to:  ct with digital to observe the Heel taps  practice the Heel taps and get feedback from the teacher    stationery, backwards forwards and with eyes closed    enjoyment | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **4** |  | **Soccer Passes:** Push pass | By the end of the sub strands, the learner should be able to:   1. practice the push pass for skill acquisition 2. use drills to practice the push pass for skill masterly 3. appreciate the push pass as an essential skill when playing soccer | Which is the direction of the supporting foot when taking the push pass | The learner is guided individually or in groups to:  Use digital media to watch how a push pass is taken  Demonstrate a push pass and get feedback from the teacher  Practice the push pass and give each other feedback    push pass    practice the push pass | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **Soccer Passes:** Push pass | By the end of the sub strands, the learner should be able to:   1. use drills to practice the push pass for skill masterly 2. use the push pass in playing games and observe safety 3. appreciate the push pass as an essential skill when playing soccer | Which is the direction of the supporting foot when taking the push pass | contribution of the ‘spirit of sports value ‘Teamwork for good performance- use health or excellence  push pass in playing games and observe safety  the push pass as an essential skill when playing soccer    practice the push pass | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



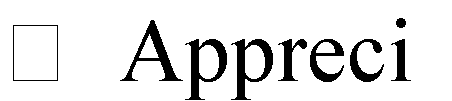
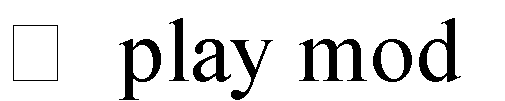
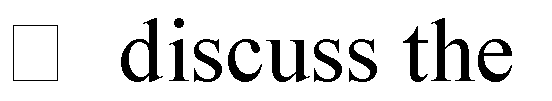
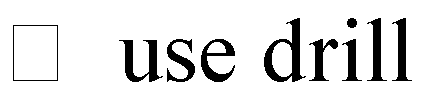
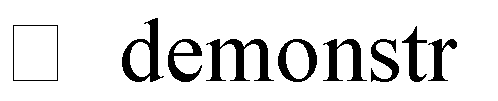
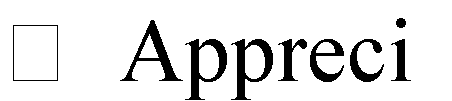


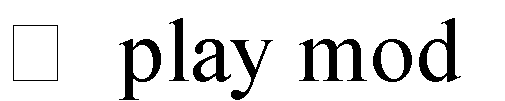
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| **9** | **1** |  | **Wall pass** | By the end of the sub strands, the learner should be able to:   1. identify the position of the players when the wall pass is take 2. practice the wall pass for skill acquisition 3. play minor soccer games and use the wall pass while observing safety 4. appreciate wall pass as necessary skill in soccer | 1. How many players are involved in a wall pass? 2. Why does the referee award a wall pass? | The learner is guided individually or in groups to:  Watch taking of wall pass in soccer and observe the players position  Demonstrate the wall pass and get feedback from the teacher  Practice the wall pass  observe the rules when taking the wall pass  play minor soccer games and use the wall pass  observe safety while playing  the minor soccer game | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **2** |  | **Wall pass** | By the end of the sub strands, the learner should be able to:   1. practice the wall pass for skill acquisition 2. use drills to practice the wall pass for skill masterly 3. play minor soccer games and use the wall pass while observing safety 4. appreciate wall pass as necessary skill in soccer | 1. How many players are involved in a wall pass? 2. Why does the referee award a wall pass? | The learner is guided individually or in groups to:  Watch taking of wall pass in soccer and observe the players position  onstrate the wall pass and get feedback from the teacher    pass  the rules when taking the wall pass  minor soccer games and use the wall pass  safety while playing the minor soccer game | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Outside of the foot pass** | By the end of the sub strands, the learner should be able to:   1. identify the part of the body called Outside of the foot for body awareness 2. practice passing the ball using the Outside of the foot to enhance learning 3. play modified soccer games for fun and enjoyment while observing safety | Which other parts of the body can be used to pass the ball in soccer? | The learner is guided individually or in groups to:  Interact with technology to identify the part of the body called Outside of the foot  demonstrate passing the ball using the Outside of the foot and get feedback from the teacher  discuss the ‘spirit of sports value’ fair play in competitions | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |



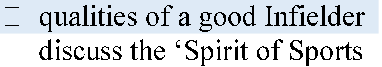


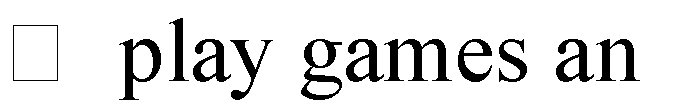
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|  |  |  |  | d. Appreciate passing the ball using the Outside of the foot in soccer |  | Play modified soccer games for fun and enjoyment while observing safety  Appreciate passing the ball using the Outside of the foot in soccer |  |  |  |
|  | **4** |  | **Outside of the foot pass** | By the end of the sub strands, the learner should be able to:   1. practice passing the ball using the Outside of the foot to enhance learning 2. use drills to practice passing the ball using the Outside of the foot for skill masterly 3. play modified soccer games for fun and enjoyment while observing safety 4. Appreciate passing the ball using the Outside of the foot in soccer | Which other parts of the body can be used to pass the ball in soccer? | The learner is guided individually or in groups to:  ate passing the ball using the Outside of the foot and get feedback from the teacher  s to practice passing the ball using the Outside of the foot for skill masterly  ‘spirit of sports value’ fair play in competitions  ified soccer games for fun and enjoyment while observing safety  ate passing the ball  using the Outside of the foot in soccer | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **5** |  | **BATTING GAMES**  **– SOFTBALL**  Field, equipment and choosing bat | By the end of the sub strands, the learner should be able to:   1. familiarize with the field and the equipment for different players in softball 2. demonstrate the procedure for choosing the correct bat for a player 3. differentiate between the catcher’s mitts and fielding gloves in softball | How can softball be polarized in primary schools in Kenya? | The learner is guided individually or in groups to:    sources of information to view the softball field and the equipment for different players  demonstrate the procedure for choosing the correct bat and get feedback from the teacher    sources of information to differentiate between the  catcher’s mitts and fielding gloves | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
| **10** | **1** |  | **BATTING GAMES**  **– SOFTBALL**  Field, equipment and choosing bat | By the end of the sub strands, the learner should be able to:   1. familiarize with the field and the equipment for different players in softball 2. demonstrate the procedure   for choosing the correct bat for a player | How can softball be polarized in primary schools in Kenya? | The learner is guided individually or in groups to:    sources of information to view the softball field and the equipment for different players | * Field markers * Open field * Sports attire * Lime * Videos * Resource person | 1. Observation checklists 2. Portfolio 3. Progress reports |  |





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|  |  |  |  | c. differentiate between the catcher’s mitts and fielding gloves in softball |  | demonstrate the procedure for choosing the correct bat and get feedback from the teacher    sources of information to differentiate between the catcher’s mitts and fielding  gloves | * Required resources |  |  |
|  | **2** |  | **Responsibilities and**  **Qualities infielder** | By the end of the sub strands, the learner should be able to:   1. list the responsibilities of infield players for good defense 2. outline the qualities of a good infielder for excellent play 3. position the infield players in respective positions of play at the start of game 4. play games for fun and enjoyment and observesafety | Which are the key positions that make up the infield players? | The learner is guided individually or in groups to interact with digital  media to find out the: players.  Value  ‘Character and Education  And observe safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **3** |  | **Responsibilities and**  **Qualities infielder** | By the end of the sub strands, the learner should be able to:   1. list the responsibilities of infield players for good defense 2. outline the qualities of a good infielder for excellent play 3. position the infield players in respective positions of play at the start of game 4. play games for fun and enjoyment and observe   safety | Which are the key positions that make up the infield players? | The learner is guided individually or in groups to interact with digital  media to find out the:    players.  lder  Value  ‘Character and Education safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |
|  | **4** |  | **Responsibilities and**  **Qualities Outfield player** | By the end of the sub strands, the learner should be able to:   1. list the responsibilities of Outfield players for good defense 2. outline the qualities of a good Outfield player for excellent play | Which are the key positions that make up  the Outfield players? | The learner is guided individually or in groups to interact with digital  media to find out the: players.  Value | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |





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|  |  |  |  | 1. position the Outfield players in respective positions of play at the start of game 2. observe rules when playing softball for safety and fair play 3. play modified softball for fun |  | ‘Character and Education safety |  |  |  |
|  | **5** |  | **Responsibilities and**  **Qualities Outfield player** | By the end of the sub strands, the learner should be able to:   1. list the responsibilities of Outfield players for good defense 2. outline the qualities of a good Outfield player for excellent play 3. position the Outfield players in respective positions of play at the start of game 4. observe rules when playing softball for safety and fair play 5. play modified softball for   fun | Which are the key positions that  make up the Outfield players? | The learner is guided individually or in groups to interact with digital  media to find out the:    players.  qualities of a good Infielder  Value  ‘Character and Education safety | * Field markers * Open field * Sports attire * Lime * Videos * Resource person * Required resources | 1. Observation checklists 2. Portfolio 3. Progress reports |  |

