

GRADE PP1

PSYCHOMOTOR ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1										
2	1-5	BASIC MOTOR SKILLS	Locomotive	By the end of the sub-strand the learner should be able to: a) Acquire the skills of crawling and swinging for feasibility and strength b) Demonstrate the ability to crawl and swing for enjoyment		Communication and collaboration	Peace Patience Responsibility	<input type="checkbox"/> Guide the learners to crawl and swing <input type="checkbox"/> Learners have opportunity for free performance	Realia Charts	1.Observation 2.Oral questions	
3	1-5		Locomotive	By the end of the sub-strand the learner should be able to: a) Acquire the skills of crawling and swinging for feasibility and strength b) Demonstrate the ability to crawl and swing for enjoyment	Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	<input type="checkbox"/> Guide the learners to crawl and swing <input type="checkbox"/> Learners have opportunity for free performance	Realia	.Observation 2.Oral questions	
4	1-5		Locomotive	By the end of the sub-strand the learner should be able to: a) Demonstrate the ability to crawl and swing for enjoyment b) Have fun as they crawl and swing in turns	Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with	Communication and collaboration Self efficacy Digital literacy Imaginative and creative	Respect Peace Responsibility	<input type="checkbox"/> Guide the learners to crawl and swing <input type="checkbox"/> Learners have opportunity for free performance	Realia charts	.Observation 2.Oral questions	

5	1-5		Locomotive	By the end of the sub-strand the learner should be able to: a) Acquire the skills of crawling and swinging for feasibility and strength b) Demonstrate the ability to crawl and swing for enjoyment	Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with	Communication and collaboration Self efficacy Digital literacy Imaginative and creative	Respect Peace Responsibility	Guide them to observe safety as they perform activities. <input type="checkbox"/> Guide them on how to deal with emotions. <input type="checkbox"/> Learners would perform the activities in groups and in pairs	Realia charts	Observation	
6	1-5		Locomotive	By the end of the sub-strand the learner should be able to: a) Demonstrate the ability to crawl and swing for enjoyment b) Have fun as they crawl and swing in turns	Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with	Communication and collaboration Self efficacy Digital literacy Imaginative and creative	Respect Peace Responsibility	Guide them to observe safety as they perform activities. <input type="checkbox"/> Guide them on how to deal with emotions. <input type="checkbox"/> Learners would perform the activities in groups and in pairs	Realia charts	.Observation 2.Oral questions	
7	1-5		Locomotive	By the end of the sub-strand the learner should be able to: a) Have fun as they crawl and swing in turns	Which activity do you enjoy most? 2. Which activity would like to perform?	Communication and collaboration Self efficacy Imaginative and creative	Responsibility	Guide them to observe safety as they perform activities. <input type="checkbox"/> Guide them	Realia charts	.Observation 2.Oral questions	

					like to perform? 3. When do you like playing with			on how to deal with emotions. <input type="checkbox"/> Learners would perform the activities in groups and in pairs			
8	1-5		Non-locomotive	By the end of the sub-strand the learner should be able to: a) acquire stretching and bending skills for muscle development. b) bending and stretching for body co-ordination		Communication and collaboration	Responsibility	Learners to stretch and bend freely <input type="checkbox"/> Learners guided to perform stretching and bending activities <input type="checkbox"/> Organize learners to observe safety precautions as they stretch and bend <input type="checkbox"/> Learners appreciate own and others talents	Realia	.Observation 2.Oral questions	
9	1-5		Non-locomotive	By the end of the sub-strand the learner should be able to: a) acquire stretching and bending skills for muscle development. b) bending and stretching for body co-ordination		Communication and collaboration	Responsibility	Learners to stretch and bend freely <input type="checkbox"/> Learners guided to perform stretching and bending activities <input type="checkbox"/> Organize learners to observe safety	Realia	.Observation 2.Oral questions	

								precautions as they stretch and bend <input type="checkbox"/> Learners appreciate own and others talents			
10	1-5		Non-locomotive	By the end of the sub-strand the learner should be able to: a) acquire stretching and bending skills for muscle development. b) bending and stretching for body co-ordination		Communication and collaboration	Responsibility	Learners to stretch and bend freely <input type="checkbox"/> Learners guided to perform stretching and bending activities <input type="checkbox"/> Organize learners to observe safety precautions as they stretch and bend <input type="checkbox"/> Learners appreciate own and others talents	Realia	.Observation 2.Oral questions	
11	1-5		Non-locomotive	By the end of the sub-strand the learner should be able to a) bending and stretching for body co-ordination b) have fun as they stretch and bend		Communication and collaboration	Responsibility	Learners to stretch and bend freely <input type="checkbox"/> Learners guided to perform stretching and bending activities <input type="checkbox"/> Organize learners to observe safety	Realia	.Observation 2.Oral questions	

