

GRADE PP2

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	REF L
1	1										
2	1-5	BASIC MOTOR SKILLS	Locomotive skills	By the end of the sub-strand the learner should be able to; a) identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response	Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects, e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills	Realia Charts pictures	1.Observation 2.Oral questions	
3	1-5		Locomotive skills	By the end of the sub-strand the learner should be able to; a) identify common terms used in outdoor activities such as climbing/sliding,	Which activity do you enjoy most? 2. What objects do you enjoy throwing and	Communication and collaboration Critical thinking and problem	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video	Realia Charts pictures	.Observation 2.Oral questions	

				throwing and catching for correct response	catching? 3. How do you climb and slide?	solving Self efficacy		showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects, e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills			
4	1-5		Locomotive skills	By the end of the sub-strand the learner should be able to; b) climb and slide on playing objects for enjoyment	Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects, e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to	Realia Charts pictures	.Observation 2.Oral questions	

								play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills			
5	1-5		Locomotive skills	By the end of the sub-strand the learner should be able to; b) climb and slide on playing objects for enjoyment	Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects, e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills	Realia Charts pictures	Observation	

6	1-5		Locomotive skills	By the end of the sub-strand the learner should be able to; observe safety during climbing and sliding on playing objects	Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects, e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills	Realia Charts pictures	.Observation 2.Oral questions	
7	1-5		Locomotive skills	By the end of the sub-strand the learner should be able to; observe safety during climbing and sliding on playing objects	Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Guide learners to throw and catch, climb and slide. <input type="checkbox"/> Guide learners to watch a video showing children throwing, catching, climbing and sliding <input type="checkbox"/> Encourage learners to throw and catch objects,	Realia Charts pictures	.Observation 2.Oral questions	

								e.g. balls, bean bags <input type="checkbox"/> Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. <input type="checkbox"/> Guide learners on simple First Aid skills			
8	1-5		Non-locomotive skills	By the end of the sub-strand the learner should be able to; a) identify common terms used in turning and twisting activities for appropriate response	What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when twist and turn?	Communication and collaboration Critical thinking and problem solving Self efficacy	Respect Patience Responsibility	Learners to play games related to turning and twisting. <input type="checkbox"/> Organize learners to role play games related to turning and twisting in groups and pairs. <input type="checkbox"/> Guide learners turning and twisting as they play	Realia Charts pictures	.Observation 2.Oral questions	
9	1-5		Non-locomotive skills	By the end of the sub-strand the learner should be able to; a) identify common terms used in turning and twisting activities for appropriate response	What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when twist and turn?	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Respect Patience Responsibility	Learners to play games related to turning and twisting. <input type="checkbox"/> Organize learners to role play games related to turning and twisting in groups and pairs. <input type="checkbox"/> Guide learners	Realia Charts pictures	.Observation 2.Oral questions	Wh and and 2. I 3. I and

								turning and twisting as they play				
10	1-5		Non-locomotive skills	By the end of the sub-strand the learner should be able to; turning and twisting for flexibility	What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when twist and turn?	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Respect Patience Responsibility	Learners to play games related to turning and twisting. <input type="checkbox"/> Organize learners to role play games related to turning and twisting in groups and pairs. <input type="checkbox"/> Guide learners turning and twisting as they play	Realia Charts pictures	.Observation 2.Oral questions		
11	1-5		Non-locomotive skills	By the end of the sub-strand the learner should be able to; turning and twisting for flexibility	What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when twist and turn?	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Respect Patience Responsibility	Learners to play games related to turning and twisting. <input type="checkbox"/> Organize learners to role play games related to turning and twisting in groups and pairs. <input type="checkbox"/> Guide learners turning and twisting as they play	Realia Charts pictures	.Observation 2.Oral questions		
12	1-5		Non-locomotive skills	By the end of the sub-strand the learner should be able to; turn and twist for safety		Communication and collaboration Critical thinking and problem	Respect Patience Responsibility	Learners to play games related to turning and twisting. <input type="checkbox"/> Organize	Realia Charts pictures	.Observation 2.Oral questions 3.written questions		

