

Curriculum Design Movement Activities Grade One

Basic movement skills: Locomotor skill: walking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.1 Locomotor skill: Walking 12 Lessons	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when walking for body awareness, b) watch a video clip on the walk race for digital literacy , c) perform walking in different ways for strength, coordination, endurance, balance and space awareness, d) practice walking in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships through walking for critical thinking and problem solving, f. appreciate walking for strength, coordination, balance and self-esteem g. make appropriate play items for creativity and imagination, h. play simple games for enjoyment, collaboration and peaceful coexistence, i. observe the rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are in use when walking to create body awareness (eyes, hands, legs, the trunk). ▪ Learners to watch a video clip on the walk race and identify the body parts that are in use during the race. ▪ Learners to practice walking in different ways by: <ul style="list-style-type: none"> ○ walk in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ walking in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag - swivel ○ learners walk in different levels <ul style="list-style-type: none"> - low - medium - high 	<ol style="list-style-type: none"> 1. How many different directions can you walk? 2. Which direction can you walk faster?

			<ul style="list-style-type: none"> • Learners walk in varying levels-slow, medium and fast while making shapes such as square, circle, rectangle, triangles, rectangles, oval among others. ▪ Learners to establish relationships; under, over, mirroring, going through and going round: • Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L, O, N, T, W, Y. ▪ Learners in groups to walk and make numbers such as 1, 2, 3, 4, ▪ Learners to play games that involve walking such as walk while carrying a bean bags on the head with quickly or slowly, walk while carrying an egg on a spoon with quick steps, walk while in sacks. • Learners to observe rules as they walk for own and play games. 	
--	--	--	---	--

Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship
2. Self-efficacy
3. Digital Literacy
4. Learning to learn
5. Creativity and imagination
6. Communication and collaboration
7. Critical thinking and problem solving

<p>Link to PCIS and values:</p> <p>PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as unity, love, peace and integrity</p>	
<p>Suggested community service learning activity to support learning through application: learners to participate in cleaning the environment surrounding the school and home.</p>	<p>Suggested assessment: oral questions</p>
<p>Suggested Non-formal activity to support learning through application: learners to be taken to watch athletic championship and observe the walk race.</p>	<p>Suggested Resources: field makers, field, bean bags, ropes, digital devices such as computer and mobile phones, video clip on the walk race</p>

Movement activities assessment rubric: Locomotor skill: Walking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects

		<p>and readily accepts corrections</p> <ul style="list-style-type: none"> ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<p>accepts corrections</p> <ul style="list-style-type: none"> ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
--	--	---	---	---	---

Basic movement skills: Locomotor skill: Running

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	<p>1.2 Locomotor skill:</p> <p>Running</p> <p>12 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) name the parts of the body that are in use during running for body awareness, b) watch a video clip on running for digital literacy, c) perform running in different ways for strength, coordination, endurance, balance and space awareness, d) practice running in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through running for critical thinking and problem solving, f) appreciate running for strength, coordination, balance and self-esteem, 	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for running. ▪ Learners watch video clips of an athletic championship and observe the various running events. ▪ Learners to practice running in different ways by: <ul style="list-style-type: none"> ○ running in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ running in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag 	<ol style="list-style-type: none"> 1. How many different directions can you run? 2. Which direction can you run faster?

		<ul style="list-style-type: none"> g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> o running in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners to establish relationships; under, over, mirroring, going through and going round. ▪ Learners to play games that involve running such as: <ul style="list-style-type: none"> o run carrying bean bags on the head with slow, moderate and quick speed. o run while speed carrying an egg on a spoon with slow, quick and fast o run while in sacks with slow, moderate and fast speed • Learners to obey rules as they run and play games 	
<p>Core competences to be developed:</p>				
<p>The learners are expected to acquire the following competences in the process of basic movement skills:</p>				
<ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Environmental activities 	

<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: games that involve the running skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self-awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition ▪ Mathematic Activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect and Responsibility</p>	
<p>Suggested community service activity to support learning through application: Learners to give perform during the school sports day such as inter classes and inter house.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to make their own play items such as balls, batons and use them during games</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clips or computer generated pictures for the learners to watch the skill

Movement activities assessment rubric: Locomotor skill: Running

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Basic movement skills: Locomotor skill: Jumping for height

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skill	1.3 Locomotor skills: Jumping for height 12 Lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip on jumping for height for body awareness and digital literacy, b) perform jumping for height in different ways for strength, coordination, endurance, balance and space awareness, c) practice jumping for height in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through jumping for height for critical thinking and problem solving, e) appreciate jumping for height for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play games for enjoyment collaboration and peaceful coexistence, h) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to watch video clips of athletes performing the high jump and identify the parts of the body used when jumping for height. ▪ Learners to practice jumping in different ways by: <ul style="list-style-type: none"> ○ jump in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ jump in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ▪ Learners run in varying levels-slow, medium and fast while making shapes. ▪ Learners to establish relationships; under, over, mirroring, going through and going round. ▪ Learners to play games that involve jumping for height such as ; in threes and with a rope, two hold on each end and one to jump they change roles till all jump ▪ Learners to observe the rules as they play games using the skill jumping for height. 	<ol style="list-style-type: none"> 1. name the body parts in use when jumping for height 2. Which direction is easier for you to jump to?

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship
2. Self-Efficacy
3. Digital Literacy
4. Learning to Learn
5. Creativity and Imagination
6. Communication and Collaboration
7. Critical Thinking and Problem Solving

Link to PCIs:

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing games
- **Learner Support Program:** sports and games: games that involve jumping for height skill
- **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle
- **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities

Links to other learning areas:

- Languages activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love and Peace

Suggested community service learning activity to support learning through application: The learners to visit the aged in the community and give a helping hand..

Suggested assessment: oral questions and practical

Suggested non-formal activity to support learning through application: The learners to cooperate with others and play games that incorporate jumping for height.

Suggested Resources:

- field markers, field, bean bags, ropes,
- Digital devices such as computers and mobile phones
- video clips of athletes performing high jump or pole vault

Movement activities assessment rubric: Locomotor skill: Jumping for height

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Basic movement skills: Non Locomotor skill: Stretching

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	2.1 Non- Locomotor skill: Stretching 6 Lessons	By the end of the sub-strand, the learner should be able to: a) explore stretching in different directions for body awareness, b) watch a video clip on a cheetah stretching for digital literacy , c) perform stretching in different ways for flexibility , agility, coordination and space awareness , d) practice stretching in different ways for flexibility, agility, coordination, balance and excellence, e) establish relationships through stretching for critical thinking and problem solving.	<ul style="list-style-type: none"> • Learner to answer questions on parts of the body that are in use when stretching. • Learner to watch a video clip of a cheetah and a cat stretching. • Learner to stretch towards different directions such as sideways. • Learners to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs. • Learners to obey rules as they stretch and play games. 	<ol style="list-style-type: none"> 1. Name the body parts that are in use when stretching? 2. How many different directions can you stretch towards?

		f) appreciate stretching for flexibility, agility, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.		
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem Solving 				
<p>Link to PCIS and values: PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games activities that involve the stretching ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</p>				
<p>Suggested community service learning activity to support learning through application: The learners may join in planting trees in the school, at home and in the community.</p>			<p>Suggested assessment: oral questions, practical</p>	

Suggested non-formal activity to support learning through application: The learners to cooperate with others and play games that incorporate stretching.

Suggested Resources:
field makers, field, bean bags, ropes,
digital devices such as computer and mobile phones
video clip of the cat stretching and other animals

Movement activities assessment rubric: Locomotor skill: Stretching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Basic movement skills: Non-locomotor skill: Bending and Curling

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Basic motor skills	2.2 Non-locomotor skill: Bending and Curling 5 Lessons	By the end of the sub-strand, the learner should be able to: a) explore bending and curling in different ways for body awareness, b) watch a video clip of an inchworm for digital literacy, c) perform bending and curling in different ways for coordination, endurance and space awareness,	<ul style="list-style-type: none"> ▪ Learners to watch video clips of the inchworms curling and bending. ▪ Learner to bend and curl in different directions. ▪ Learners to bend and curl in different levels (low, medium). ▪ Learners to participate in activities that involve bending and curling. 	<ol style="list-style-type: none"> 1. Name situations where you can bend and curl? 2. Name parts of the body that bend and curl?

		<ul style="list-style-type: none"> d) practice bending and curling in different ways for coordination, endurance, balance and for excellence, e) establish relationships through bending and curling for critical thinking and problem, f) make appropriate play items for creativity and imagination, g) appreciate bending and curling for coordination, balance and self-esteem, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to obey rules when bending and curling for own and others safety. 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Critical Thinking and Problem 7. Communication and Collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve bending and curling skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Environmental activities ▪ Hygiene and Nutrition ▪ Mathematic activities 	

Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love and Peace	
Suggested community service learning activity to support learning through application: The learners to make play items and donate them to an orphanage of choice.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: The learners to make play items for use during movement activities or when playing with friends.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ computers or mobile phones ▪ video clips of different worms and insects bending and curling

Movement activities assessment rubric: Non locomotor skill: Bending and Curling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

5.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities

Basic movement skills: Manipulative skill: Overarm throw

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.1 Manipulative skill Overarm throw 12 Lessons	By the end of the sub-strand the learner should be able to: a) name the parts of the body that are in use during the overarm throw for body awareness, b) watch a video clip on over arm throw for digital literacy and problem solving, c) perform the over arm throw in different ways for strength, coordination, endurance, balance and space awareness, d) practice the over arm throw in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through using the overarm throw for critical thinking and problem solving, f) appreciate throwing using the overarm throw for strength, coordination, balance and self-esteem , g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.	<ul style="list-style-type: none">▪ Learners to name object around the school compound that they are able to throw.▪ Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones.▪ Learners to improvise balls using the locally available materials for use during the over arm throw.▪ Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back .▪ Throw objects of different sizes using the overarm throw.▪ Learners to play games that involve the overarm throw.▪ Learners to observe rules when playing games for safety.	<ol style="list-style-type: none">1. Name games that involve the overarm throw?2. Name situations where you can use the overarm throw

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

Basic movement skills: Manipulative skill: Overarm throw

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.1 Manipulative skill Overarm throw 12 Lessons	By the end of the sub-strand the learner should be able to: a) name the parts of the body that are in use during the overarm throw for body awareness, b) watch a video clip on over arm throw for digital literacy and problem solving, c) perform the over arm throw in different ways for strength, coordination, endurance, balance and space awareness, d) practice the over arm throw in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through using the overarm throw for critical thinking and problem solving, f) appreciate throwing using the overarm throw for strength, coordination, balance and self-esteem , g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.	<ul style="list-style-type: none">▪ Learners to name object around the school compound that they are able to throw.▪ Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones.▪ Learners to improvise balls using the locally available materials for use during the over arm throw.▪ Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back .▪ Throw objects of different sizes using the overarm throw.▪ Learners to play games that involve the overarm throw.▪ Learners to observe rules when playing games for safety.	<ol style="list-style-type: none">1. Name games that involve the overarm throw?2. Name situations where you can use the overarm throw

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

Movement activities assessment rubric: Manipulative skill: Overarm Throw

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Basic movement t skills: Manipulative skill: Catching

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Basic motor skills	3.2 Manipulative skills: Catching 12 Lessons	By the end of the sub-strand, the learner should be able to: a) explore the different ways of catching a ball for body and space awareness, b) watch a video clip on catching for digital literacy and problem solving, c) perform catching in different ways for strength, coordination, endurance and balance , d) practice catching in different ways for strength, coordination, endurance, balance and excellence,	<ul style="list-style-type: none"> • Learners in groups to watch a video clips of people playing netball and other games where the catching skill is used. • Learners to answer questions on the parts of the body in use when catching. • Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls. • Learners to practice catching in groups, in twos. 	<ol style="list-style-type: none"> 1. Name the body parts that are used for catching 2. Name games where catching is used

		<ul style="list-style-type: none"> e) establish relationships through catching for critical thinking and problem solving f) appreciate catching for strength, coordination and balance and self-esteem, g) play games for enjoyment and peaceful coexistence, h) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> • Learners to play games using the catching skill. • Learners to observe rules when playing games for safety 	
<p>Core competences to be developed: The Learners are expected to acquire the following competences in the process of learning basic motor skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve the catching skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games, report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</p>				
<p>Suggested community service learning activities to support learning through application: learners: learner to make play items and donate them to a children’s home of choice.</p>			<p>Suggested assessment: oral questions and practical</p>	

<p>Suggested non-formal activities to support learning through application: The learners to make improvised balls and use them to play a soccer game.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clips of the catching skill and games such as netball where the catching skill is used
--	--

Movement Activities Assessment Rubric: Manipulative Skill: Catching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Swimming: Water safety: Pool rules

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.1 Water safety: Pool Rules 5 lessons	By the end of the sub-strand, the learners should be able to: a) name water bodies found in the community, b) watch a video clip of different water bodies for digital literacy, c) create a poster of pool rules for display in the changing room, d) identify sections of the pool and its environs for safety awareness, e) familiarize with the pool rules for safety,	<ul style="list-style-type: none"> ▪ Learners could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools. ▪ Learners to create a poster showing the swimming pool rules for display in the changing room. ▪ Learners to create a poster showing the swimming pool rules for display in the changing room. ▪ Learners to observe the pool sanitation and hygiene by: 	<ol style="list-style-type: none"> 1. Name some water bodies around where you come from? 2. Mention some of your classroom rules?

		f) observe sanitation around the pool environs for personal hygiene, g) play simple water games for enjoyment, collaboration, and peaceful coexistence, h) obey pool rules for own and others safety,	- showering before entering the pool - appropriate dress code ▪ Learners to be taken round the swimming pool for familiarization. ▪ Learners to play water games. ▪ Learners to observe safety rules around the swimming pool.	
Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming: 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Creativity and Imagination 5. Communication and Collaboration 6. Critical Thinking and Problem Solving 7. Learning to Learn				
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: swimming gala: learners to play water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love				
Suggested community service learning activity to support learning through application: The learners to make posters and display them during the AGM, academic days and during other school activities.			Suggested assessment: oral questions and practical	

<p>Suggested non-formal activity to support learning through application: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • rubbers • digital devices such as computers ,mobile phones
---	---

Movement activities assessment rubric: Swimming: Water safety: Pool rules

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contribute to team activities ▪ the learner exhibits poor leadership qualities

Swimming: Water Safety: Personal floatation device

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.2 Water Safety: Personal floatation device 5 Lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip of people wearing floatation devices for digital literacy, b) identify different personal floatation device for wearing during swimming, c) demonstrate the wearing of a personal floatation device for safety, d) appreciate the floatation devices for safety, e) play simple water games for enjoyment, collaboration and peaceful coexistence, f) obey the pool rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to watch video clips of different types of floatation devices. ▪ Learners to name different items that float on water. ▪ Learners to watch video clips of people wearing floatation devices. ▪ Learners practice wearing floatation devices. ▪ Learners to play games in water while wearing floatation devices. ▪ Learners to observe the pool rules for safety. 	<ol style="list-style-type: none"> 1. Name objects that float in water 2. Name any two pool rules that you know?
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: play water games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities 	

<ul style="list-style-type: none"> ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>	
<p>Suggested community service learning activity to support learning: The learners to be taken for a trip around the community to familiarize with the different water bodies within their community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computer, mobile phones ▪ video clips of different types of floatation devices

Movement activities assessment rubric: Swimming: Water safety: Personal floatation device

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

5.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Swimming: Basic swimming skills: Exhaling in water

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.3 Basic swimming skills: Exhaling in water 8 Lessons	By the end of the sub-strand, the learner should be able to: a) name the organs used during exhaling in water for body awareness, b) watch a video clip on exhaling in water for digital literacy, c) practice exhaling in water for sustained swimming, d) establish relationships while exhaling in water for creativity e) improvise floatation devices for use during floating in water f) appreciate exhaling in water for stamina and endurance, g) play simple water games for creativity, enjoyment and peaceful coexistence, h) observe rules when playing simple water games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to name the organ used for exhaling in water ▪ Learners to watch a video clips of other learners swimming and observe exhaling in water ▪ Learners to practice the correct exhaling technique in water. <p>Breathe-Holding activities in water Teacher to practicing breathe-holding with the learners. Demonstrate to the learners the correct breathing technique in water. the learners to,</p> <ul style="list-style-type: none"> ▪ take a deep breath through the mouth, put the mouth in water and blow out all the air in the lungs through the mouth ▪ take a deep breath and o hold it for about 20 seconds with the mouth in water then blow out in water ▪ take a deep breath through the mouth, submerge the mouth and the nose in water and blow out all the air in the lungs through the mouth do the same but hold the breath for 20 seconds then blow out all the air in the lungs through the mouth ▪ repeat (I, ii and iii, till proficiency is gained ▪ take a deep breath through the mouth, submerge the face in water and blow out all the air in the lungs through the mouth 	<ol style="list-style-type: none"> 1. Is it possible to breath with your head in water? 2. Which body parts do we use for breathing in water exhaling in water

			<p>Activities for Blowing Bubbles in water The teacher to demonstrate blowing bubbles in water Learners to practice blowing bubbles in water with the;</p> <ul style="list-style-type: none"> ▪ Blow bubbles with mouth and nose in the water, ▪ blowing bubbles into the water with the face submerged, ▪ Completely immerse the face and hold breath while blowing bubbles in water, <p>Activities on Bobbing for Breaths in water</p> <ul style="list-style-type: none"> ▪ Hold onto the pool side in chest-deep water. ▪ Breath-in and bend the knees to fully immerse the head in water, ▪ straighten the legs and gently breath-out through the nose as you come to the surface. ▪ Breath-in when the mouth rises above the water surface. ▪ repeat (I, ii, ii and iv) until mastery is attained ▪ Move to where the water is at the mouth level and practice bobbing away from the wall ▪ Learners to play simple water games while bobbing in water and observe pool safety rules 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 				

5. Creativity and Imagination
6. Communication and Collaboration
7. Critical Thinking and Problem solving

Link to PCIs:

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing water games
- **Learner Support Program:** swimming gala: games that involve swimming
- **Health Education:** HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle
- **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities

Links to other learning areas:

- Languages activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love

Suggested community service learning activity to support learning through application: The learners to be involved in draining stagnant water around the school, at home and community

Suggested assessment: oral questions and practical

Suggested non-formal activity to support learning through application: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.

Suggested Resources:

- swimming pool
- flotation devices
- digital devices such as computer and mobile phone

Movement activities assessment rubric: Swimming: Basic swimming skills: Exhaling in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Swimming: Basic Swimming Skills: Seeing in Water

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.4 Basic swimming skills: Seeing in Water 5 lessons	By the end of the sub-strand, the learner should be able to: a) name the organ used to see in water while swimming for body awareness, b) watch a video clip of people playing games in water for digital literacy, c) acquire the ability to see in water for safety, personal and general space awareness, d) establish relationships while seeing in water for critical thinking and problem solving,	<ul style="list-style-type: none"> ▪ Learners could be shown video clips of other learners swimming. ▪ Learners to discuss why it is important to open eyes when swimming. <p>Seeing in water</p> <ul style="list-style-type: none"> i. Take a deep breath through the mouth, and submerge the whole face in water with the eyes open, hold for 10 seconds and blow out in the water 	1. Discuss why it important to open the eyes hen swimming.

		<p>e) make appropriate play items for creativity and imagination</p> <p>f) appreciate seeing in water for self-esteem,</p> <p>a) play simple water games for communication and collaboration, enjoyment and peaceful coexistence</p> <p>g) observe rules when playing games in water for own and others safety.</p>	<p>ii. Take a deep breath and submerge the whole face in water with the eyes open and hold for about 20 seconds and blow out in the water</p> <p>ii. Take a deep breath through the mouth, submerge the whole face in water with eyes open and hold a partner's hand, hold for 20 seconds and blow in water</p> <p>iv. Repeat (I, ii and iii, till proficiency is gained</p> <p>Activities for opening eyes in water</p> <ul style="list-style-type: none"> • The learners to retrieve items that the teacher will throw in water such as coins, pebbles among others sinking objects in the shallow water ▪ Learners to play simple water games that involve opening eyes in water and observe own and others safety. 	
<p>Core competences to be developed:</p> <p>The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ English activities 	

<ul style="list-style-type: none"> ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: swimming games: playing water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to be involved in draining the stagnant water around the school, at home, and community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to plant trees and nurture them in school.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ swimming pool ▪ flotation devices ▪ digital devices Computer and mobile phones

Movement activities assessment Rubric: Basic swimming skills: Seeing in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

8.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
9.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Swimming skills: Basic swimming skill: Mushroom float

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.5 Basic swimming skills: Mushroom float 8 Lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) watch a video clip of people floating in water for digital literacy, b) acquire the ability to float in water using the mushroom float technique for survival and water safety, c) demonstrate the ability to float in water using the mushroom float technique for survival, d) establish relationships while floating in water for critical thinking and problem solving, e) appreciate floating in water for self-esteem and survival, f) make appropriate play items for creativity and imagination, g) play simple water games for creativity, enjoyment and peaceful coexistence, h) observe rules when playing simple games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learner to watch video clips of people floating on water using the mushroom float, ▪ Practiced floating on water using the mushroom float. <p>Mushroom/Stationary Float</p> <ul style="list-style-type: none"> i. hold onto side of the pool hands shoulder width apart at the shallow end ii. Step back and straightening the arms and lock the elbows, iii. Bend forward till the chest is flat on top of water, iv. Move the feet far back to stand on tiptoes, v. Taking a deep breath and immerse the head and face in water (use the breathing technique) and hold the position for five seconds, vi. float with the face fully immersed in water with eyes open, vii. Slowly Lift the head and bring the body to a standing position <ul style="list-style-type: none"> ▪ Learner to cooperate with others and play simple water games while using the mushroom float technique ▪ Learners to enjoy playing simple water games. ▪ Learners to observe pool safety 	<ol style="list-style-type: none"> 1. Name things that may float in water? 2. Why it is important to know how to float in water?

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship
2. Self-Efficacy
3. Digital Literacy
4. Learning to Learn
5. Creativity and Imagination
6. Communication and Collaboration
7. Critical Thinking and Problem Solving

Link to PCIs:

- **ESD: DRR:** safety and security: when playing water games
- **Citizenship:** social cohesion: the learners to collaborate while playing water games
- **Learner Support Program:** swimming gala: water games
- **Health Education:** HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle
- **Life Skills:** self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities

Links to other learning areas:

- Languages activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activities: Learners to drain stagnant water around the school, home and community.

Suggested assessment: oral questions and practical

Suggested non-formal activities to support learning: Learners to cooperate with others and compose water songs or sing the ones they know.

Suggested Resources:

- swimming pool
- floatation devices
- digital devices such as Computer and mobile phones

Movement activities assessment rubric: Basic swimming skills: Mushroom Float

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
10.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
11.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

12.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
-----	--	---	---	---	--

Swimming skills: Sculling water (standing position)

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.6 Swimming skills: Sculling water (standing position) 8 Lessons	By the end of the sub-strand the learner should be able to: a) explore the different ways of sculling water, b) watch video clips of people sculling in water for digital literacy, c) acquire the ability to scull in water for survival and water safety, d) demonstrate the ability to scull water for self-confidence,	<ul style="list-style-type: none"> ▪ Learners to watch a video clip of other learners sculling water (standing position) ▪ Learners practice sculling in water by: <ul style="list-style-type: none"> ○ at the shallow end of the pool the learner to extend the arms directly out in front, ○ elbows bent and the hands are positioned slightly wider than the shoulders ○ the learner's feet stand on the pool floor and the body in a sitting arm 	<ol style="list-style-type: none"> 1. name any floating technique you know 2. Why is it important to scull water?

		<ul style="list-style-type: none"> e) establish relationships while sculling water for critical thinking and problem solving, f) make appropriate play items for creativity and imagination, g) appreciate sculling in water for self-esteem, h) play simple water games for creativity, fun and peaceful coexistence, i) observe rules when playing simple games for own and others safety. 	<p>chair position the back leaning on the armchair,</p> <ul style="list-style-type: none"> o the palms of the hands face downwards and move in a circular or figure-eight motion pressing downwards and close to the water surface o Learner makes movement through the motion force generated by the movement of hands. o The motion keeps the body afloat in an upright position in the water. <ul style="list-style-type: none"> ▪ Learners cooperates with others to play simple games while sculling water ▪ Learners to observe safety while playing water games 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Critical Thinking and Problem solving 7. Communication and Collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate while playing water games ▪ Learner Support Program: swimming gala: water games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	

<ul style="list-style-type: none"> ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Social justice	
Suggested community service learning activity to support learning through application: The learners to visit the aged in the community and give help	Suggested assessment: oral questions and practical
Suggested non-formal activities to support learning: Learners to recite water poems	Suggested Resources: <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ Digital devices such as computers, mobile phones

Movement activities assessment Rubric: Swimming skills: Sculling water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
13.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

14.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
15.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities

Gymnastics: Static balances: Single leg balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.1 Static balances: Single leg balance 5 Lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name the parts of the body that are used in Single leg balance for body awareness, b) watch video clips on ballet dance for digital literacy, c) perform the single leg balance for coordination, balance, strength and space awareness, d) practice performing the single leg balance for coordination, balance, and strength, e) appreciate performing the single leg balance for self-esteem, f) establish relationships while performing the single leg balance for creativity and imagination, g) play games for enjoyment, collaboration and peaceful coexistence, h) observe rules for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body in use when performing the Single leg balance. ▪ Learners to watch video clips of gymnastic displays. ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety. 	<ol style="list-style-type: none"> 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know?
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 				

<p>4. Learning to Learn</p> <p>5. Creativity and Imagination</p> <p>6. Critical Thinking and Problem</p> <p>7. Communication and Collaboration</p> <p>8. Communication and Collaboration</p>	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastics ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills ▪ Learner Support Program: gymnastic displays: performing gymnastic displays that involve the learnt skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during academic days</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through display: learners to be taken to watch gymnastic displays performed during the trade fares in the community or at the national level</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, ▪ Digital devices such as computer and mobile phone ▪ video clip gymnastic displays

Movement activities assessment rubric: Gymnastics: static balance: Single Leg Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
16.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
17.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

18.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities
------------	--	---	---	---	---

Gymnastics: Static balances: T-balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.2 Static balances T-balance 5 Lesson	By end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name the parts of the body in use during T-balance performance for body awareness, b) watch video clips of T-balance for digital literacy, c) perform the T-balance for strength, coordination, balance, and space awareness, d) practice performing the T-balance for coordination, balance and strength, e) appreciate performing the T-balance for self-esteem, f) establish relationships while performing the 	<ul style="list-style-type: none"> • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T-balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety 	<ol style="list-style-type: none"> 1. Name the body parts used in T-balance? 2. Name any body balance you know?

		<p>T-balance for creativity and imagination,</p> <p>g) play games for creativity, enjoyment and peaceful coexistence,</p> <p>h) observe rules while performing balances for own and others safety.</p>		
<p>Core Competences to be developed:</p> <p>The Learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: Gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>				
<p>Suggested community service learning activity to support learning through application : Learners to perform gymnastic displays during the academic days.</p>			<p>Suggested Assessment: oral questions and practical</p>	
<p>Suggested non-formal activities to support learning: Learners to make appropriate play items and use them when playing with friends.</p>			<p>Suggested Resources: Field markers, digital devices such as computer, mobile phones, video clips</p>	

Movement activities assessment rubric: Gymnastics: Static balance: T – balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--

Gymnastics: Static balance: Star balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.3 Static Balances: Star balance 5 Lesson	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use during the performance of star balance for body awareness, b) watch video clips of star balance for digital literacy, c) perform the star balance for coordination, balance, strength and space awareness, d) practice performing the star balance for coordination, balance, and strength, e) appreciate performing the star balance for self-esteem, f) establish relationships while performing the star balance for creativity and imagination, g) play games for communication , enjoyment and peaceful coexistence, h) observe rules while performing balances for own and others safety.	<ul style="list-style-type: none"> • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. 	<ol style="list-style-type: none"> 1. Name the body parts used in Star balance? 2. Name any body balance you know?
<p>Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 				

7. Critical Thinking and Problem solving	
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application : Learners to pay a visit to a children’s home and play with them.	Suggested Assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners to collaborate with others in performing the star balance.	Suggested Resources: <ul style="list-style-type: none"> ▪ Field markers, bean bags , ropes ▪ Digital devices such as computers and mobile phones

Movement activities assessment rubric: Gymnastics: Static balance: Star Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition

				physical fitness components	of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Gymnastics: Dynamic Balances: Egg roll

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.4 Dynamic balances: Egg roll 5 Lesson	By the end of the sub-strand, the learner should be able to: a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety,	<ul style="list-style-type: none"> • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety. 	<ol style="list-style-type: none"> 1. Name the body parts used in Egg roll? 2. Mention any roll you know?
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				

Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group performance displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 		Links to other learning areas: <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love		
Suggested community service learning activities: Learners to perform gymnastic displays during the school AGM.		Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning: Learners to watch a video of gymnastic performance.		Suggested Resources: <ul style="list-style-type: none"> ▪ Field markers, ▪ Digital devices such as computers and mobile phones

Movement activities assessment rubric: Gymnastics: Static balance: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Gymnastics: Dynamic Balances: Bear roll

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.5 Dynamic balances: Bear roll 3 Lesson	By the end of the sub-strand, the learner should be able to: a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety.	<ul style="list-style-type: none"> ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. 	<ol style="list-style-type: none"> 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance?
<p>Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: Gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition 	

<p>gymnastic skills and displays</p> <ul style="list-style-type: none"> ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform during inter house, inter class and prize giving days in school.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to stage gymnastic displays to their peers in the community.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Field markers ▪ Digital devices such as computers and mobile phones

Movement activities assessment rubric: Gymnastics: Dynamic balances: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
----	--	---	---	---	--