

Curriculum Design Movement Activities Grade Two

Basic movement skills: Locomotor skill: Hopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.1 Locomotor skills: Hopping 12 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 in use when hopping for body awareness, b) watch a video clip on grasshoppers hopping for digital literacy, c) perform hopping in different ways for strength, coordination, endurance, balance and space awareness, d) practice hopping in different ways for strength, coordination, endurance, balance and excellence, e) establish relationships through hopping for critical thinking and problem, f) appreciate hopping 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 rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis). ▪ Learners could watch video clips of other learners performing the hop skill. ▪ Practice hopping in different ways by: <ul style="list-style-type: none"> ○ Hop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ Hop in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ Hop in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners hop in varying levels and make shapes such as: <ul style="list-style-type: none"> - square - circle - rectangle - wavy lines - triangles 	<ol style="list-style-type: none"> 1. Mention animals that hop? 2. Name the parts of the body that are in use when hopping?

- Learners to establish relationships such as mirroring, under, over, on, going through and going round.
- Learners in groups to hop and make letters of the alphabet such as such as D, I, L, O, N, T, W.
- Learners to make a combination of levels, pathways, and hop .
- Learners to play games using the hop skill such as Hop-scotch and others.
- Learners to obey rules as they hop 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

Link to PCIs:

- **ESD: DRR:** safety and security: when hopping
- **Citizenship:** social cohesion: the learners to collaborate when hopping and playing games
- **Learner Support Program:** sports and games: games that involve the hopping skills
- **Health Education:** HIV and AIDS: when wounds and cuts occur while hopping 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 activity to support learning through application: Learners can perform during prize giving day and academic days.	Suggested assessment: oral questions and practical
Suggested non-formal activities to support learning through application: Learners collaborate with others and play hop scotch.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile phones ▪ video clip of learners hopping,

Movement Activities Assessment Rubric for Locomotor Skill: Hopping

#	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

Basic movement skills: Locomotor skill: Leaping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.2 Locomotor skills: Leaping 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 leaping for body awareness, b) watch a video clip of the leaping skill for digital literacy, c) perform leaping in different ways for strength, coordination, endurance and balance, d) practice leaping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through leaping for critical thinking and problem, f) make appropriate play items for creativity and imagination, g) appreciate leaping for strength, coordination, balance and self-esteem, h) play simple games for creativity, enjoyment 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 parts of the body that are used for leaping. • Learners could watch videos clips of other learners performing the skill leaping. ▪ practice leaping in different ways by: <ul style="list-style-type: none"> ○ leaping different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ leaping in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ leaping in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners establish relationships such mirroring, under, on, over, though, round and beside. ▪ Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. ▪ Learners to leap making a combination of levels, pathways. ▪ Learners to play games using the leaping skill ▪ Learners to obey rules as they leap and play games 	<ol style="list-style-type: none"> 1. Name the animals that move around by leaping? 2. Name the parts of the body used for leaping?

<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:</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 leaping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while leaping 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 physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical 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 prize giving day and AGM.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners collaborate with others to play games that involve leaping.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clip of learners leaping

Movement Physical activities Assessment Rubric for Locomotor Skill: Leaping

#	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
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Basic movement skills: Locomotor skill: Jumping for distance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.3 Locomotor Skill: Jumping for distance 12 Lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip on triple jump for digital literacy, b) perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness, c) practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are use when jumping for distance. ▪ Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. ▪ learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> ○ jumping in different directions such as forward, backward, to the right and left ○ jumping in different pathways such as circular, straight, curved and zigzag ○ jumping in different levels such low, 	<ol style="list-style-type: none"> 1. name the parts of the body that are used for jumping 2. Which direction is easier to jump towards 3. name insects that move by jumping

		<ul style="list-style-type: none"> d) establish relationships through jumping for distance for critical thinking and problem solving, e) appreciate jumping for distance 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 the rules when playing games for own and others safety. 	<p>medium and high</p> <ul style="list-style-type: none"> o jumping using varying speed such as slowly fast and faster <ul style="list-style-type: none"> ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through ▪ Learners cooperate with others and play game that involve jumping for distance ▪ Observe rules when playing games involving jumping for distance 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>			<p>Links to other learning areas:</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 jumping 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 physical activities 	<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 physical 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 school competitions.</p>	<p>Suggested assessment: oral questions</p>
<p>Suggested non-formal activities to support learning: Learners are involved in playing games such as Hop scotch.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computer and mobile phones ▪ video clip of learners or athletes performing the Long Jump

Movement Physical activities Assessment Rubric for Locomotor Skill: Jumping for Distance

#	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

Basic movement skills: Non Locomotor skill: Pulling and pushing

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	2.1 Non- Locomotor skills: Pulling and pushing 12 Lessons	By the end of the sub strand, the learner should be able to: a) watch a video clip on pulling and pushing activities for digital literacy, b) perform pulling and pushing in different ways for coordination, strength, and endurance, c) practice pulling and pushing for strength, coordination, balance and self-esteem, d) establish relationships through pulling and pushing for creativity, e) appreciate pulling and pushing for strength, endurance and self-awareness, f) play games for enjoyment, collaboration , and peaceful coexistence, g) observe rules when pulling and pushing for own and others safety.	<ul style="list-style-type: none">▪ Learners to watch videos clips or picture cut outs of people pulling and pushing.▪ Learners to practice pulling and pushing using the following suggested physical activities:<ul style="list-style-type: none">○ Four learners to hold a rope two on either side and pull each other○ learners push and pull each other into different directions (forward, backwards, left, right)○ learners push and pull in different levels (high, medium, low)○ learners push and pull at different speed (slow, fast, faster)▪ Learners for enjoyment.▪ Learners obey rules when playing games for safety	<ol style="list-style-type: none">1. How can you move a heavy object from one place to another?2. Name the body parts used for pulling and pushing.
Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills: <ol style="list-style-type: none">1. Citizenship2. Self-Efficacy3. Digital Literacy4. Learning to Learn5. Creativity and Imagination6. Communication and Collaboration7. 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 pulling and pushing skills ▪ 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 physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity, Peace</p>	
<p>Suggested community service learning activities to support learning through application: Learners to perform tug-of-war during the schools Sports Day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activities to support learning: Learners to collaborate with others and play games that involve pushing and pulling.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clip of people pushing and pulling

Movement Physical activities Assessment Rubric for Locomotor Skill: pulling and pushing

#	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 Skills: Turning

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	2.2 Non-Locomotor skills: Turning 3 Lessons	By the end of the sub-strand the learner should be able to: a) watch a video clip of animals playing and turning for digital literacy, b) perform turning in different ways for agility and self-awareness, c) practice turning in different ways for agility and space awareness, d) establish relationships through turning for creativity, e) appreciate turning for agility and self-awareness, f) play games for enjoyment , collaboration, and peaceful coexistence, g) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ learners to watch video clips of animals turning such as donkey’s dog’s cat’s lions. ▪ Practice the turning skill by: <ul style="list-style-type: none"> ○ Learners to turn to different directions such as right, left ○ Learners to make, quarter turns, half turns and complete turns (360%) ○ Learners lie on the ground on their back and then turn onto their stomach ○ learners turn using varying levels (low, medium and high) to a given direction ○ learners to pair up and turn to each other as they give a high five ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 	<ol style="list-style-type: none"> 1. Which parts of the body is touching the ground when you lie on the ground and face up? 2. Name parts of the body that you can turn.

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:</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 turning 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 physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ English activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical 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 can perform and dance during the school opening day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activity to support learning through application: Learners to visit a home for the elderly and entertain them with a dance.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computers and mobile phones <p>video clip of animals turning for example the donkey’s dog’s cat’s and lions</p>

Movement activities assessment rubric: Locomotor skill: Turning

#	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

Manipulative skill: Kicking

Strand	Sub – Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.1 Manipulative skills: Kicking 12 lessons	By the end of the strand the learner should be able to: a) name the parts of the body that are in use when kicking for body awareness, b) watch a video clip on a game of soccer and observe kicking for digital literacy, c) perform kicking in different ways for strength, coordination, endurance, balance and space awareness, d) practice kicking in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships through kicking for critical thinking and problem solving, f) appreciate kicking 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 the body parts that are in use when kicking. ▪ Learners could be shown video clips of people kicking balls ▪ Learners to be guided on kicking in different ways by: <ul style="list-style-type: none"> ○ kicking in different directions such as forward, backward, to right and left ○ kicking in different pathways such as circular, straight, curved and zigzag ○ kicking in different levels such low, medium and high ○ kicking using varying speed such as slowly fast and faster ○ kick the ball and form the letters of the alphabet such as I, L, N, M, K ▪ Learners to make different balls and use them for playing games using the kicking skill. ▪ Learners to play modified soccer games. ▪ Learners obey rules for safety. 	<ol style="list-style-type: none"> 1. Name some of the items that are safe to kick 2. Which parts of the body are used in kicking?
<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. Digital Literacy 3. Self-Efficacy 				

<p>4. Learning to Learn</p> <p>5. Creativity and Imagination</p> <p>6. Communication and Collaboration</p> <p>7. Critical Thinking and Problem solving</p>	
<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 turning skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle <p>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</p>	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>	
<p>Suggested community service learning activity: Learners to be taken to the stadium to watch a local team playing a football match.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners to improvise balls using locally available resources and present them to the teacher.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computers and mobile phones ▪ video clip of people kicking the ball into different directions

Movement Physical activities Assessment Rubric for manipulative Skill: Kicking

#	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
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Basic movement skills: Manipulative skills: Stopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.2 Manipulative skills: Stopping 12 Lessons	By the end of the strand the learner should be able to: a) name the parts of the body that are in use when stopping for body awareness, b) watch a video clip on a game of soccer and observe stopping for digital literacy, c) perform stopping in different ways for coordination and balance, d) practice stopping in different ways for coordination, balance and excellence, e) establish relationships through stopping for critical thinking and problem	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are used for stopping. ▪ Learners could be shown video clips of a ball being stopped. ▪ Learners to practice stopping the ball from different directions such as <ul style="list-style-type: none"> - stop from front, - from the side - stop from the left - stop from the right ▪ Learners to pair up and practice stopping. ▪ Learners in groups practice stopping. 	<ol style="list-style-type: none"> 1. How can you stop a kicked ball? 2. which body parts are used in kicking the ball

		solving, f) appreciate stopping for, 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 play games using kicking skill. ▪ Learners to observe safety when playing games. 	
<p>Core Competences to be developed: 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 ▪ Learner Support Program: sports and games: games that involve stopping 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 physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical 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 be taken to watch a football match in the local stadium.</p>			<p>Suggested assessment: oral questions and practical</p>	

<p>Suggested non-formal physical activity to support learning through application: Learners to play a football match using the learnt skills.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computer and mobile phones ▪ video clip of football players practicing to stop the ball
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Movement Physical activities Assessment Rubric for Manipulative Skill: Stopping

#	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
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Swimming: Water safety: Signs of drowning

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.1 Water Safety: Signs of drowning 6 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name some items that sink and float in water for floating awareness , b) identify a drowning person for rescue, c) role play a person drowning for rescue awareness, 	<ul style="list-style-type: none"> ▪ Learners to answer questions on items that sink and float in water. ▪ Learners to watch a clip of people drowning and role play. ▪ Learners to answer questions on why a person may get into trouble in water: a person may get into trouble in water because of; 	<ol style="list-style-type: none"> 1. Name items that sink in water 2. Have you ever seen a person swimming in the river or swimming pool?

		<p>d) play simple water games for creativity, enjoyment and peaceful co-existence,</p> <p>e) observe pool rules for own and others safety.</p>	<ul style="list-style-type: none"> o not knowing how to swim o becoming tired in the water o becoming suddenly sick o getting a muscle cramp <p>Signs of a person in trouble in water:</p> <ul style="list-style-type: none"> ▪ May be holding onto a floating object without moving. ▪ May be trying to swim to safety but does not seem to be moving forward. ▪ The person is calling for help ▪ The person is struggling to remain afloat ▪ learners to obey the swimming pool rules 	
<p>Core Competences to be developed:</p> <p>The learners are expected to acquire the following competences in the process of learning swimming 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 water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: sports and games: 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 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	

performing physical activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity	
Suggested community service learning activity to support learning through application: Learners can perform during swimming gala in the school.	Suggested assessment: oral questions and practical
Suggested non-formal physical activities to support learning: Learners are involved in playing water games.	Suggested Resources: <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ Digital devices such as computer and mobile phones ▪ video clips of people drowning

Movement Physical activities Assessment Rubric for Manipulative Skill: signs of drowning

#	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
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Swimming: Water safety: Rescuing a drowning person

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.2 Water Safety: Rescuing a drowning person 8 Lessons	By the end of the sub-strand, the learner should: a) name any item that may be used to rescue a drowning person for rescue awareness, b) watch a video clip of a water rescue mission for digital literacy, c) design homemade rescuing devices for use in rescuing a drowning person, d) role play rescuing a person who is drowning for safety, e) play simple water games for	<ul style="list-style-type: none"> ▪ Learners to name floating techniques that they know. ▪ Learners to name some of the items that can be used to rescue a drowning person. ▪ Learners to watch picture or clips of various rescue items that can be thrown to a person who is drowning. ▪ Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water. ▪ Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerrican 	<ol style="list-style-type: none"> 1. What would you do if you saw a person drowning 2. What items are used to rescue drowning people from your local environment

		enjoyment, collaboration and peaceful co-existence, f) observe caution while near water bodies for own and others safety	attached to a short rope at the handle for use, a long rope attached to a one litter plastic bottle, use a small piece of timber and attach a rope to it.	
Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming: <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: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: sports and games: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water 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 physical activities 			Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art and craft activities 	
Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace				
Suggested community service learning activity to support learning through application: Learners to collect the plastic papers and bottles in the school, home and community.			Suggested assessment: oral questions and practical	
Suggested non-formal physical activities to support learning through application: Learners improvise floating devices using the locally available materials			Suggested Resources: <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ five litre Jerrican 	

	<ul style="list-style-type: none"> ▪ a short rope ▪ Long ropes ▪ one litter plastic bottle, ▪ small piece of timber ▪ digital devices such as computer and mobile phones ▪ video clip of rescue items
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Movement Physical activities Assessment Rubric for Manipulative Skill: Rescuing a drowning person

#	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 observe 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; Basic Swimming Skills: Treading water

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.3 Basic Swimming skills; Treading water 12 Lessons	By the end of the sub-strand, the learner should be able to: a) explore the different ways of moving in water for water-confidence, b) watch a video clip of people treading water for digital literacy, c) perform treading water for endurance, buoyance and for self-esteem, d) practice treading water for endurance, buoyance and for creativity, e) appreciate treading water for endurance and buoyance, f) establish relationships through while treading water for creativity, g) play simple water games for enjoyment, collaboration and peaceful co-existence, h) obey pool rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer question on ways of moving in water. ▪ Learners to watch video clips of people treading water. ▪ Learners to practice treading water individually and in groups. ▪ Learners to play water games while treading. ▪ Observe pool rules safety. 	<ol style="list-style-type: none"> 1. state some pool rules 2. Mention the parts of the body that are used for treading
<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 water games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities 	

<ul style="list-style-type: none"> ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water 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 physical 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 physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activities: Learners to visit water bodies in the community and to draw.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners to play water games while treading.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices

Movement Physical activities Assessment Rubric for: Basic Swimming Skills: Treading Water

#	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 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

Swimming: Basic swimming skills: Horizontal float (Back float)

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.3 Basic swimming skills: Horizontal float (Back float) 12 Lessons	By the end of the sub-strand the learner should be able to: a) name some objects that may float in water, b) perform the horizontal float technique in water for survival, c) practice floating in water using the horizontal float for excellence, d) appreciate floating on water in different directions using the horizontal float for survival, e) play simple water games for enjoyment, collaboration and peaceful co-existence, f) obey swimming pool rules for own and others safety .	<ul style="list-style-type: none"> ▪ Learners to name objects that can float in water. ▪ Learners to watch video clips of the horizontal float. ▪ Learners individually and in pairs to practice the horizontal float. ▪ Learners to cooperate while playing simple water games. ▪ Learners to obey swimming pool rules for safety. 	<ol style="list-style-type: none"> 1. name different positions for floating in water 2. why is it important to float in water
<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. Learning to Learn 4. Creativity and Imagination 5. Communication and Collaboration 6. Critical Thinking and Problem solving 				
<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 when playing water games ▪ Learner Support Program: sports and games: games that involve water skills 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities 	

<ul style="list-style-type: none"> ▪ 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 physical activities 	<ul style="list-style-type: none"> ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activity to support learning through application: Learners to drain stagnant water around the school, home and community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activity to support learning through application: Learners to join in the schools swimming gala.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ swimming pool ▪ floatation devices ▪ digital devices such as computer and mobile phones ▪ video clips of the horizontal float ▪ pebbles

Movement Physical activities Assessment Rubric for: Basic Swimming Skills: Horizontal Float (Back Float)

#	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 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

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 	<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

		role model			
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Gymnastics: Static balance: Back to back balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.1 Static balance: Back to back balance 3 Lessons	By the end of the sub- strand, the learner will be able to: a) name the parts of the body that are involved in back to back balance, b) perform back to back balance for strength, c) practice back to back balance for strength and creativity, d) appreciate back to back balance for strength and self-esteem, e) play games for enjoyment, creativity and peaceful co-existence, f) observe rules when performing back to back balance for own and others safety,	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body that are involved in back to back balance. ▪ Learners to watch video clips of people or other learners performing simple partner balances pictures of the same. ▪ Learners in groups to create letter shapes T, L and V. ▪ Learners to perform back to back balance. ▪ Learners to practice back to back balance. ▪ Learners to observe rules as they perform gymnastic activities. 	<ul style="list-style-type: none"> ▪ Name parts of the body involved in back to back balance ▪ mention 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 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:			Links to other learning areas:	

<ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing individual and group gymnastic displays ▪ Learner Support Program: sports and games: perform individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing individual and group 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 physical activities 	<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 physical 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 schools cultural day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning: Learners play games that involve back to back balancing.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, pebbles, ropes, ▪ digital devices such as computer and mobile devices ▪ Learners to watch video clips of people or other learners performing simple partner balances and supports or pictures of the same

Movement Physical activities Assessment Rubric for Gymnastics: Static Balance: Back to back 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 	<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 	<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 	<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

		acquisition of some components of fitness	components of physical fitness	little acquisition of the physical fitness components	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

Gymnastics: Static Balances: Wheel barrow balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.2 Static balances: Wheel barrow balance 2 Lessons	By the end of the sub-strand, the learner should: a) name the parts of the body that are in use when performing the wheel barrow balance for body awareness, b) perform the wheel barrow balance for strength, c) practice the wheel barrow balance for strength and creativity, d) appreciate the wheel barrow balance for strength and creativity, e) play simple games for enjoyment, collaboration, and peaceful co-existence, f) obey rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are used when performing the wheel barrow balance. ▪ Learners to watch video clips of other learners performing the wheel barrow balance or pictures. ▪ Learners to be guided in performing the wheel barrow balances. ▪ Learners to pair up and practice the wheelbarrow balance. ▪ Learners to obey rules when performing the wheel barrow balance for own and others safety. 	<ol style="list-style-type: none"> 1. How many types of gymnastic balances do you know 2. Name the parts of the body involved in body 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 PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastic displays 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities 	

<ul style="list-style-type: none"> ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: perform individual and group gymnastic 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 physical activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition activities ▪ Environmental activities ▪ Mathematic activities ▪ Music activities
<p>Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activity to support learning through application: Learner to perform dramatized dance during the prize giving day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to play cultural games.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, pebbles, ropes, ▪ digital devices such as computer and mobile phones ▪ Learners to watch video clips of other learners performing the wheel barrow balance or pictures

Movement Physical activities Assessment Rubric for Gymnastics: Static Balance: Wheel Barrow 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 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 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: Dynamic balance: Forward roll

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.3 Dynamic Balance: Forward roll 12 Lessons	By the end of the sub- strand, the learners should be able to: a) name the parts of the body that are in use when performing forward roll for body awareness, b) watch a video clip on forward roll for digital literacy, c) perform forward roll in different ways for agility flexibility and balance, d) practice performing the forward roll in different ways for agility, flexibility , balance and for excellence, e) establish relationships through performing the forward roll in different ways for agility, flexibility , balance and for critical thinking and problem solving, f) appreciate performing the forward roll in different ways for agility, flexibility, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when performing rolls for own and others safety.	<ul style="list-style-type: none"> ▪ Learners give the directions towards which a person may roll. ▪ Learners mention gymnastic rolls they know. ▪ Learners watch a video clip of other learners performing the forward roll. ▪ Learners perform the forward roll ▪ Learners to practice the forward roll. ▪ Learners play simple games using various rolls. ▪ Learners observe rules when performing rolling activities. 	<ul style="list-style-type: none"> ▪ Give the directions towards which a person may roll? ▪ Name 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> <p>1. Citizenship</p>				

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: when performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ 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 physical 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 physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love, Social justice	
Suggested community service learning activity to support learning through application: Learners to perform during prize giving day or AGM .	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners are involved in playing games such as killing ‘rats’.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, bean bags, ropes, ▪ digital devices such as computer and mobile smart phones ▪ Learners watch a video clip of other learners performing the forward roll

Movement Physical activities Assessment Rubric for Gymnastics: Dynamic Balance: Forward roll

#	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
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Gymnastics: Dynamic balances: Wheelbarrow walk

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.4 Dynamic Balances: Wheelbarrow walk 2 Lessons	By the end of the sub-strand, the learner should be able to: a) explore the different ways of moving from one point to the next for self-esteem, b) perform the wheelbarrow walk for strength and balance , c) practice the wheelbarrow walk for strength and balance, d) play simple games for enjoyment creativity, collaboration, and peaceful coexistence, e) obey rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners identify ways the body can move from one point to another. ▪ Learners in groups to watch video clips of people performing the wheelbarrow walk or observe pictures. ▪ Learners to perform the wheelbarrow walk. ▪ Learners to practice the wheelbarrow walk in groups. ▪ learners to play games for enjoyment ▪ Observe the rules when performing the wheelbarrow walk. 	<ol style="list-style-type: none"> 1. Mention ways in which the body can move on the ground? 2. Name the parts of the body that touch the ground when performing the wheelbarrow walk?
<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: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate performing gymnastic displays ▪ Learner Support Program: sports and games: performing individual and 			<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"> group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while gymnastic skills 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 physical activities 	<ul style="list-style-type: none"> ▪ music
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity: Learners to plant trees around the school, home and community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners can recite poems related to the environment.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile smart phones ▪ video clips of people performing the wheelbarrow walk or observe pictures

Movement Physical activities Assessment Rubric for Gymnastics: Dynamic Balance: Wheelbarrow walk

#	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 observe 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