



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**JUNIOR PRIMARY PHASE: SYLLABUS**

**SECTION 5**

**PHYSICAL EDUCATION**

**GRADES 1 - 3**

**ENGLISH VERSION**

**FOR IMPLEMENTATION 2015**

Ministry of Education  
National Institute for Educational Development (NIED)  
Private Bag 2034  
Okahandja  
Namibia

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PHYSICAL EDUCATION SYLLABUS

1



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## **1. Introduction**

This syllabus describes the intended learning and assessment for Physical Education in the Junior Primary Phase. As a subject, Physical Education is a major part of the 'physical' area of learning, but has thematic links to other subjects across the curriculum. There are three main types of learning experiences in this area. The first type, which is concerned with the development of psychomotor skills, is fundamental for daily life. The second type which includes play, movement education, dance, and sports, is concerned with the development of co-ordination, social skills, the aesthetic sense and the mastery and enjoyment of movement. The third type concerned with the development of a positive attitude towards one's own body, includes learning experiences that promote an understanding about the development of human sexuality, how the human body functions, and how to stay healthy. The Physical Education component of the physical area of learning consists of fitness, games and sports activities.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need two periods per week from Grades 1-3 and should be supplemented by school sports clubs and sports days.

NIED has agreed on a fixed curriculum review cycle. The expected year for the implementation of the next review of the Junior Primary Phase is 2021.

## **2. Rationale**

Physical Education, is an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society. There is a link between a healthy body and the capacity to achieve academically. Therefore, it is very important that learners participate in Physical Education activities on regular basis.

## **3. Aims**

The aims of Physical Education are to:

- develop attitudes and practices, and further knowledge and activities which promote physical and mental health;
- promote co-operation, positive competition, sportsmanship and fair play through participation in games and sports;
- develop and improve the learners' perceptual motor skills through participation in a variety of movement forms (movement development);
- widen learners' movement experience and build up a movement vocabulary through participation in a variety of movement forms (movement development);
- help maintain and develop physical fitness and efficiency (physical development);
- develop an understanding of good health through an interest in and respect for their own bodies (health development);
- provide experiences of the joy of movement and develop a positive attitude towards Physical Education;
- enhance emotional stability including a positive self image, self-control, independence, confidence, own decision making and creative ability, based on a well-grounded system of values (affective/emotional development);
- develop healthy interpersonal relationships (social development);
- develop an understanding of good normative behaviour based on a healthy value system (normative development).

Grades 1-3 can be characterised as the discovery phase in Physical Education. The learners should discover movement possibilities through participation in play-like movement activities in which enjoyable, challenging, self-expressive and self-discovery situations are created. The perspective of Physical Education is to educate the learner holistically: physically, cognitively, emotionally and socially. The main focus of Physical Education, therefore, must be to educate the whole child.

#### **4. Inclusive Education**

Inclusive Education is the right of every learner and promotes participation in, or access to, the full range of educational programs and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among ALL learners and removing ALL barriers to learning.

Basic Education prepares the society, as envisaged in Namibia's Vision 2030, by promoting inclusivity. Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending inclusive schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the inclusive school where applicable. The curriculum, teaching methods and materials are adapted for learners in these institutions.

The learner-centred approach to teaching is highly suitable for learners with special learning needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The curriculum framework for Inclusive Education specifies the competencies which learners with special learning needs should master. Individual Learning Support Plans (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the Curriculum Framework for Inclusive Education: A Supplement for the National Curriculum for Basic Education (2014). These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

The Junior Primary Phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness. Teachers must avoid having 'favourites' in the classroom and ensure that their teaching promotes gender equity. Boys and girls will do the same physical activities together, and activities should be organised so that all aspects of physical, cognitive and affective development are taken into account.

#### **5. Links to Other Subjects and Cross-curricular Issues**

Physical Education contributes to the learner's self-image, awareness of the body, health and well-being. It also promotes values such as co-operation and friendly competition. It thus has links both to environmental studies and to religious and moral education. Some learners might be (knowingly or unknowingly) HIV-positive, and it is essential both for safety reasons and in order to avoid stigmatisation that the class is made aware that nearly all forms of physical contact with HIV-infected persons are safe, and learn what is risk contact in the case of cuts and sores.

Cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT), and Road Safety. These have been introduced to the formal curriculum because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- understand the impact of these issues on our society

- understand how these risks and challenges can be addressed in their local settings
- The main risks and challenges have been identified as:
  - caring for and managing our natural resources
  - the consequences of HIV and AIDS
  - health problems associated with pollution, poor sanitation and waste
  - social instability caused by inequity and governance that ignores rights and responsibilities
  - poor compliance to road safety measures
  - globalisation issues

Some subjects are more suitable to deal with specific cross-curricular issues. In this syllabus there are more examples of other links to cross-curricular issues, but only one example for each cross-curricular issue is provided below:

<b>Environmental Learning</b>	<b>HIV and AIDS</b>	<b>EHRD</b>	<b>Road Safety</b>
Grade 2 Weather and the Environment: Discuss types of sports played during different seasons	Grade 1 Caring for Oneself and Others: Discuss how and where to get help tending to serious wounds (resulting from play)	Grades 1 – 3 Sports Skills: Co-operate with others, show fair and healthy competition, and demonstrate good sportsmanship	Grade 3 Traffic Safety: Discuss the dangers of cycling/playing games on busy roads

## 6. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice. Furthermore, the thematic/integrated approach remains a focal point of Junior Primary teaching and learning.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. Each learner brings to the school a wealth of knowledge and social experience gained from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. Each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to cater to the needs of the learners and shape learning experiences accordingly. Teaching strategies must be varied but flexible within well-structured sequences of lessons.

Working in groups, in pairs, individually, or as a whole class during Physical Education must, therefore, be organised and focussed. Co-operative and collaborative Physical Education learning should be encouraged wherever possible. For example, in Physical Education there is a wide range of physical activities and learners working in pairs, groups will learn from each other. Importantly, tasks must be meaningful so that learners can see the relevance.

Physical Education will be most relevant and meaningful for the learners if it is related to their lives. For example, the imitative activities of animals, characters and sports people that involves free running can be played with their peers in their community.

In Physical Education, the teacher must decide, in relation to the learning objectives and competencies



to be achieved, when it is best to instruct learners directly, when it is best to let learners play on their own; when they need coaching, when they need reinforcement or enrichment activities; when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through set tasks.

It is recommended that time in the first Physical Education periods should be used for instruction on behavioural and safety rules such as changing clothes, obeying commands, care of apparatus, playing safely, etc. before starting activities.

As far as possible, games and sports known in the community should be promoted in school. Traditional African games and sports should be included, especially if there are skilled instructors in the community.

## **7. End of Phase Competencies**

On entry to the Junior Primary Grade 1, all learners are expected to be able to start school with motivation to move and use their energy, and have experiences of playing games and sports. Physical Education should build on and sustain this motivation and those experiences. The first five weeks of Grade 1 should be dedicated to school readiness activities.

On completing Grade 3 of the Lower Primary Phase of education in Physical Education, learners are expected to be able to:

### **Physical fitness**

Participate regularly in physical fitness activities such as imitative, strength, endurance, flexibility and coordination.

Follow instructions and routines in physical activities and games.

### **Gymnastics**

Demonstrate and apply a combination of skills with partners such as loco-motor, rotational, jumping and balancing activities, using small and big apparatus.

### **Athletics**

Demonstrate endurance by performing different activities such as running, jumping, throwing and competitive activities

Show cooperation with others and an attitude of healthy competition.

### **Sport skills**

Demonstrate positive sportsmanship behaviour and safety rules such as changing into appropriate clothes, obeying commands and care of apparatus.

Apply muscle control skills such as dribbling, kicking, throwing and catching.

### **Games in limited space**





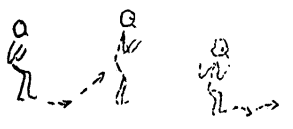


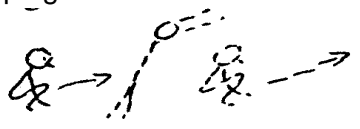

Explain why they need to be physically active and how their bodies feel during different activities.


Describe and demonstrate how to play safely. With direction, learners work cooperatively in pairs, group settings and demonstrate fair play to achieve simple common goals.





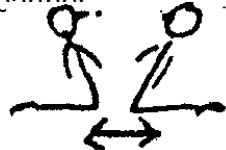

## 8. Learning Content

Grade 1 learners should be exposed to at least five weeks of readiness activities in Term 1 before formal learning starts. Refer to the document, *A School Readiness/Preparatory Programme (5 weeks)*, published by NIED in 2011.


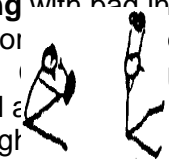

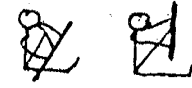

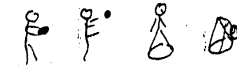
PHYSICAL FITNESS			
TOPICS	GRADE 1	GRADE 2	GRADE 3
IMITATIVE ACTIVITIES	<b>Learning Objective</b> Learners will gain awareness of themselves and their bodies		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate imitative activities of animal origin that <b>involve</b> free running, e.g. <ul style="list-style-type: none"> <li><u>Flying birds</u>: free running with flapping elbows/arms</li> <li><u>Galloping horses</u>: free running/ galloping with leading <b>knee raised high</b>, using a vigorous arm action</li> <li><u>Ostrich running</u>: free running with straight legs, leaning backwards and holding arms <b>at</b> sides, or against chest</li> <li><u>Monkey running</u>: free running on all fours, stopping every few metres to scratch under armpit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate imitative activities of a general character that <b>involve</b> free running, e.g. <ul style="list-style-type: none"> <li><u>Gliders</u>: arms sideways, free running, banking and swerving from side to side</li> <li><u>Motor-car driving</u>: free running, pretending to drive an imaginary car</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate imitative sports people <b>involving</b> free running, e.g. <ul style="list-style-type: none"> <li><u>The fielder</u>: run, bend down, pick up an imaginary ball and throw <b>at</b> wicket</li> <li><u>The sprinter</u>: from "set" position, <b>jump</b> up and sprint across to opposite side</li> </ul> </li> </ul>

TOPICS	GRADE 1	GRADE 2	GRADE 3
MUSCULAR STRENGTH AND ENDURANCE (free-standing exercise)	<b>Learning Objective</b> Learners will experience a wide range of Physical Education activities		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate strengthening imitative activities <b>for the following muscles</b>, e.g. <ul style="list-style-type: none"> <li><u>Foot:</u> Caterpillar walking with toes. Move forward on feet, using toes </li> <li><u>Leg:</u> Sparrow <b>hopping</b>: with elbows bent and hands flapping at shoulders, free hopping with stiff knees </li> <li><u>Abdomen:</u> The drummer: in crook sitting lean on <b>hands</b>, <b>drum</b> heels alternately on floor </li> </ul> </li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate strengthening imitative activities <b>for the following muscles</b>, e.g. <ul style="list-style-type: none"> <li><u>Foot:</u> Walk on toes like a tall giraffe </li> <li><u>Leg:</u> Kangaroo <b>hopping</b>: from half crouch with arms bent in front of chest, free hopping with a rebound in half crouch position </li> <li><u>Abdomen:</u> <b>Boat rowing</b>: in crook <b>sitting</b>, arms forwards, row trunk backward and forward with arms bending and stretching </li> </ul> </li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate strengthening imitative activities <b>for the following muscles</b>, e.g. <ul style="list-style-type: none"> <li><u>Foot:</u> Walk on inside/outside of feet like a man with club feet </li> <li><u>Leg:</u> Frog <b>jumping</b>: from crouch with hands on floor between legs, free jumping to land first on feet and then the hands – like a frog jumping from stone to stone </li> <li><u>Abdomen:</u> Merry-go-round: in crook sitting lean on hands, lift feet from the ground pushing body around and around with hands </li> </ul> </li> </ul>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- <u>Back:</u> Chopping <b>wood</b>: in scissors <b>position</b>, stand with arms upward, trunk swinging downwards and stretching up in chopping action</li> <li>- <u>Shoulder and arms:</u> Rabbit <b>hopping</b>: from crouch with hands next to ears, free hopping to land each time first on hands and then <b>on</b> feet</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Back:</u> Fowls drinking water: <b>kneel</b>, <b>trunk bending forward</b> to stoop, kneel <b>sitting</b> to touch forehead on floor, followed by trunk stretching</li> <li>- <u>Shoulder and arms:</u> Kicking donkeys: from all fours position <b>push</b> legs into air, kicking as vigorously as possible</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Back:</u> <b>Looking</b> for fish: front-lying grasping hands behind back. Lift trunk with a rocking and straining motion, turning the head from side to side</li> </ul>  <ul style="list-style-type: none"> <li>- <u>Shoulder and arms:</u> Lame <b>dog</b>: free running in all four position holding one foot <b>off</b> the floor</li> </ul>

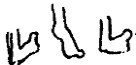
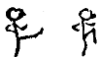
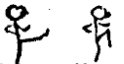
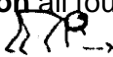


TOPICS	GRADE 2	GRADE 3	GRADE 3
FLEXIBILITY ACTIVITIES	<b>Learning Objective</b> Learners will demonstrate flexibility through a variety of activities		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate imitative activities to obtain flexibility in the following joints, e.g.</li> <li>- <u>Ankle:</u> Dinosaurs walking. On all fours, walk forward <b>flat-footed</b> and <b>stiff-legged</b>. Walk forward saying “hand, hand, foot, foot”. Move only hand when saying “hand” etc.</li> </ul>  <ul style="list-style-type: none"> <li>- <u>Knee:</u> Bear walking. On all fours, walk forward with straight arms and legs, moving arm and leg on same side with each step</li> </ul> 	<ul style="list-style-type: none"> <li>demonstrate imitative activities to obtain flexibility in the following joints, e.g.</li> <li>- <u>Ankle:</u> The drummer. In crook sitting lean on hands, play drum with toes and heels <b>alternatively</b>.</li> </ul>  <ul style="list-style-type: none"> <li>- <u>Knee:</u> Counting toes. <b>Long-sitting</b>, bend forward, touching toes with fingers counting toes of each foot.</li> </ul> 	<ul style="list-style-type: none"> <li>demonstrate imitative activities to obtain flexibility in the following joints, e.g.</li> <li>- <u>Ankle:</u> Giant rubber band hinges. Partners kneeling, facing each other <b>and</b> pretend to put a giant rubber band around their shoulders. In this position with pointed toes, stretch whole body away from partner.</li> </ul>  <ul style="list-style-type: none"> <li>- <u>Knee:</u> Partner rowboats. Back-to-back straddle <b>long-sitting</b> with partners' hips and shoulders touching. Lie back on partner's back, then relax and lean forward. Perform activity rhythmically.</li> </ul> 

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- <u>Hip:</u> Eating candy. Standing, pretend to hold a piece of candy tightly between knees. Bend forward and nibble on candy.</li> <li>- <u>Shoulder:</u> Climbing a ladder. Standing, pretend to climb a rope ladder, using only the arms.</li> <li>- <u>Spinal column:</u> Trees. Standing, pretend to be a tall tree and stretch branches (arms) <b>high over the head</b>. A strong wind makes the tree bend sideways, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Hip:</u> Fresh flowers and faded flowers. From stretch straddle-standing, with fingers extended and looking upward, the flower slowly wilts in hot sun to <b>stoop-standing</b>. On being watered the flower freshens up.</li> <li>- <u>Shoulder:</u> Windmills. In <b>straddle-standing</b> with one hand on hip, opposite arm circling backwards.</li> <li>- <u>Spinal column:</u> Rocking horse. In <b>front-lying</b>, ankles grasped rock to and fro.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Hip:</u> Greeting Arab. In <b>stretch kneel-sitting, lower and raise arms</b> rhythmically.</li> <li>- <u>Shoulder:</u> <b>Straddle-standing</b>. Pretend to be a swimmer swimming back stroke, crawl stroke and butterfly stroke with arms.</li> <li>- <u>Spinal column:</u> Bridges and snakes. Partners. One makes a bridge with own body while the other one (snake) wriggles under the bridge. Change positions.</li> </ul>

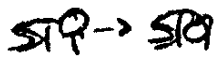




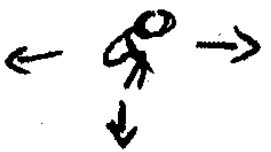
TOPICS	GRADE 1	GRADE 2	GRADE 3
FLEXIBILITY ACTIVITIES	<b>Learning Objective</b> Learners will demonstrate flexibility with small apparatus (shoes, bags, balls, sticks, hoops)		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate flexibility exercises with bean bags or shoes in the following joints, e.g.</li> </ul> <p>- <u>Ankle:</u></p>  <p>With toes of right foot, pick up bean bag and make circular movements with foot. Pass bag to left foot and repeat action</p> <p>- <u>Knee:</u></p> <p>Straddle <b>long-sitting</b> with bag in both hands. Bend forward and place bag behind left foot. Stand up again, bend forward and place bag behind right foot. Repeat with right leg.</p> 	<ul style="list-style-type: none"> <li>demonstrate flexibility exercises with sticks in the following joints, e.g.</li> </ul> <p>- <u>Ankle:</u></p> <p>Crook sitting with stick in front of feet. Heel and toe tapping alternately on either side of stick.</p>  <p>- <u>Knee:</u></p> <p>Long sitting. Hold stick at both ends. Bend left leg and push sole of foot against centre of stick. Stretch left leg into air. Return to starting position. Repeat with right leg.</p> 	<ul style="list-style-type: none"> <li>demonstrate flexibility exercises with balls or hoops in the following joints, e.g.</li> </ul> <p>- <u>Ankle:</u></p> <p>Walk forward and dribble ball by using the inside and then the outside of feet. Walk around on flat hoop</p>  <p>- <u>Knee:</u></p> <p>Standing. Ball in both hands held in front. Swing stretched left leg upwards and kick ball from hands. Repeat with right leg.</p> <p><b>Straddle-stand</b> over hoop. Touch <b>front</b> rim of hoop, then back rim and return to standing</p> 



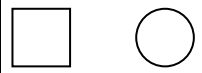
TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- <u>Hip:</u> Stretch-<b>kneel</b>, grasping bean bag above head. With bean bag in one hand <b>bend trunk</b> forward-downward to stoop kneel-sitting, changing bean bag to opposite hand behind back etc.</li> <li>- <u>Shoulder:</u> <b>Scissors-standing</b>, grasp bean bag in one hand. Windmill, arm circling backward. Change arms and legs.</li> <li>- <u>Spinal column:</u> <b>Straddle-standing</b> arms upward, grasping bean bag in both hands. Trunk leaning backward, drop bean bag on to the floor, followed by trunk bending forward-downwards to grasp bag between legs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Hip:</u> <b>Straddle-stand</b> with stick across back in crook of elbows, trunk twisting to alternate sides.</li> <li>- <u>Shoulder:</u> <b>Stand</b>, holding stick horizontally with arms in front. Bend legs, lower stick and climb over. Swing stick behind over head and back to the front, while hands maintain their grip.</li> <li>- <u>Spinal column:</u> Standing, <b>keep</b> right hand on one end of stick while the other end <b>rests</b> vertically on ground. Move body underneath right hand while stick is kept on the ground. Repeat to opposite side underneath left arm.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Hip:</u> <b>Crouch-sit</b> with both hands on ball. Stretch legs and roll ball in a circle around the feet. <u>Circle</u> hoop around hips (hoola-hoop)</li> <li>- <u>Shoulder:</u> <b>Front-lying</b> with trunk raised, ball in one hand. Change ball to other hand behind back, etc.  Stand with hoop held in both hands above head. Lower hoop, climb through and stretch again to starting position.</li> <li>- <u>Spinal column:</u> Stand in a circle in <b>straddle-standing</b>. First pupil passes ball overhead to pupil behind him. He passes the ball between his legs to third pupil.  Front lying while hoop is held in both hands high above head</li> </ul>








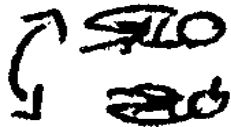

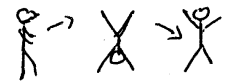
GYMNASTICS			
TOPICS	GRADE 1	GRADE 2	GRADE 3
LOCOMOTOR MOVEMENT	<b>Learning Objective</b> Learners will move from one place to another using a variety of ways		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>move in a variety of ways using various body parts, e.g.</li> <li><u>Feet:</u> walk on heels, toes and sides of feet  walk while holding arms in different <b>positions</b>/moving arms in different ways  walk with straight legs, with <b>knees bent</b>, etc. </li> <li><u>Hands and feet (front towards the ground):</u> free running <b>on all fours</b> like a dog  <u>cripple dog:</u> free running <b>on all fours</b>, holding one hand off the floor. <u>lame dog:</u> free running <b>on all fours</b>, holding one foot off the floor</li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>move in a variety of ways <b>using</b> various body parts <b>as in Grade 1</b>, e.g.</li> <li><u>Feet</u> walk all about the place on your feet walk without your heels on the floor walk with your toes off the floor</li> <li><u>Hands and feet</u> travel, using your hands and feet move in different directions</li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>move in more challenging ways, varying body parts for support, e.g. as in Grade 2, adding commands like: run <b>here</b>, there and everywhere without bumping into anyone walk with noisy feet and then with quiet feet run around stopping <b>immediately</b> when the teacher says 'and stop' walk and later trot around using very small steps run around slowly, and on a signal quickly, and so on travel on hands and feet without only one hand and one foot moving at the same time with back/ stomach/sides facing the floor   travel on two hands and one <b>foot</b>/two feet and one hand</li> </ul>





TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- <u>Caterpillar walking.</u> From <b>front-lying</b> support take short steps towards hands, keeping legs straight, then move hands <b>forward</b> to starting position</li> </ul> <p><u>Hands and feet (back towards ground):</u></p> <ul style="list-style-type: none"> <li>- <b>Beetle-crawling.</b> In crouching support, run forwards or backwards on all fours</li> </ul> <p><u>Trailer.</u> In back-lying support, drag legs about floor using arms only.</p> <p><u>Hands and feet (side towards ground):</u></p> <ul style="list-style-type: none"> <li>- <b>Crab-running.</b> On all fours walk sideways to both sides.</li> </ul>	<ul style="list-style-type: none"> <li>• travel in a variety of ways <b>from</b> different starting positions</li> </ul> <p><u>Hands and feet</u></p> <ul style="list-style-type: none"> <li>- Move your hands first, then your feet Go with your tummy up</li> </ul> <p><u>Other body parts</u></p> <ul style="list-style-type: none"> <li>- crawl/slide</li> <li>- move without using your hands</li> </ul> <p><u>Standing</u> In how many ways can you move from a standing starting position?</p>	<ul style="list-style-type: none"> <li>• 'travel' in various ways, varying body positions</li> </ul> <p><u>Feet</u> Walk all about the place on your feet Walk without your heels on the floor Walk with your toes off the floor</p> <p><u>Hands and feet</u> <b>Show ways</b> of travelling using your hands and feet Move in different directions Move your hands first then, your feet Go with your tummy up</p>

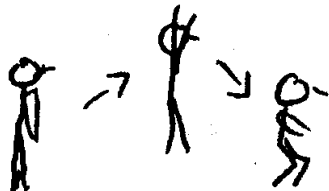

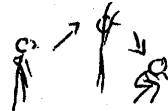
TOPICS	GRADE 2	GRADE 3	GRADE 3
	<ul style="list-style-type: none"> <li>- <u>Clock-hand:</u> in <b>side-lying</b> support walk with feet around supporting <b>the</b> hand.</li> <li>- <u>Hands and knees:</u> <b>Hedgehog</b> crawling up. In front kneeling, the hedgehog runs a few paces, then suddenly curls up as small as possible </li> <li>- <u>Seat and feet</u> <b>Caterpillar.</b> In <b>long-sitting/crook-sitting</b> position move <b>forward</b> like a caterpillar  move in a variety of ways using big and small movements  repeat the <b>abovementioned</b> movements but <b>emphasise</b> big and small movements, e.g.  walk on toes like a big tree or a small tree </li> </ul>	<ul style="list-style-type: none"> <li>- <u>Crook-sitting/long-sitting</u> move forward in <b>crook-sitting position</b> without using <b>the</b> hands </li> <li>- <u>Front-lying support</u> <b>Show in</b> how many ways you can move from <b>front-lying</b> support.  <b>How high/low</b> can you move in this position? </li> <li>- <u>Crouch</u> <b>Move forward/backward/</b>sideways in crouch position </li> </ul>	<ul style="list-style-type: none"> <li>- <u>Other body parts</u> use parts of your body to move around the room  What kind of movements can you do?  crawl/slide  move without using your hands  move <b>in various</b> ways, varying direction  repeat the <b>abovementioned</b> movements but <b>emphasise</b> different directions, e.g. <b>forward, backward</b> and sideways  walk on hands and feet, signal change <b>of</b> direction</li> </ul>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>move in a variety of ways changing direction, tempo and level by emphasizing <b>change</b> of direction forward, backward and sideways e.g.</li> </ul> <p>beetle crawling in different directions</p>  <p><u>Tempo (fast and slow), e.g.</u> cripple dog running fast and slow</p> <p><u>Levels (high and low), e.g.</u> walk with arms in different positions as high or as low as possible</p> 	<ul style="list-style-type: none"> <li>move in a variety of ways using a variety of floor patterns by emphasizing the different floor patterns that can be used, e.g.</li> </ul> <p>a square or a circle</p>  <p>any figure, e.g.</p> <p>8 63</p> <p>any letter, e.g.</p> <p>b m s</p>	<ul style="list-style-type: none"> <li>move in various ways, varying tempo <b>and</b> level by emphasising different tempos, e.g.</li> </ul> <p>fast and slow</p> <p>walk four paces fast and four paces <b>slowly</b></p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will perform a variety of rotational movements around the longitudinal axis		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li><b>make</b> a variety of rotational <b>movements</b> around the longitudinal axis, varying, e.g. </li> </ul> <p><u>Standing</u> on toe/heel of one foot – spin round like a top</p> <p><u>Crouch</u> with weight on toes of one foot, spin <b>around</b> like a top </p> <p><u>Crook-sitting</u> with weight on seat, spin <b>around</b> like a top </p> <p><u>Front-kneeling</u> with weight on one knee, spin <b>around</b> like a top </p> <p><u>Back-lying</u>  with arms extended above head, roll over to <b>front-lying</b>, etc. like a tree log</p>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li><b>make</b> a variety of rotational movements around the longitudinal axis, <b>from</b> different starting positions, to left and right, with tempo variation, e.g. <ul style="list-style-type: none"> <li>spin around on one foot like a tall top</li> <li>spin around like a small top</li> <li>repeat this to both sides (clockwise and anti-clockwise)</li> </ul> </li> </ul> <p><b>On</b> how many parts of your body can you spin around like a top?</p>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>quarter, half and full turns around the longitudinal axis, varying standing positions, body parts used for support and direction: <ul style="list-style-type: none"> <li><b>from</b> different starting positions</li> <li>to left and right</li> <li>with tempo variation</li> </ul> </li> <li>as Grade 2, but make a quarter, half or full turn, e.g. <ul style="list-style-type: none"> <li>spin around on one foot like a <b>top</b> making a full turn</li> <li>repeat it in the other direction</li> </ul> </li> <li>hold your arms when performing this action</li> </ul>








TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will perform a variety of longitudinal movements around the sagittal axis (forward-backward axis)		
	<b>Competencies</b> <b>Learners should be able to:</b> rotate around the sagittal axis while using various body parts for support, e.g.   <u><b>Hands, feet and knees</b></u> From <b>front-kneeling</b> roll sideways on back/shoulders and back to <b>front-kneeling</b> like a pig rolling in mud   <u><b>Hands</b></u> Bunny jump sideways from <b>crouching</b> position	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>rotate in a variety of ways around the sagittal axis, <b>using</b> the hands for temporary support, e.g.  jump sideways like a bunny  jumping over a bush    roll sideways like a wheel    roll to the other side as well </li> </ul> 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>rotate around the sagittal axis as in Grade 2, adding, e.g.    <u><b>Straddle-sitting.</b></u> <b>Bend</b> forward placing chest/stomach <b>on</b> the thigh. Roll onto back, holding onto legs behind knees and rocking from side to side. Sweep trunk in a circular motion, rolling sideways onto the other shoulder and return to <b>straddle-sitting</b>, facing the other way. </li> </ul>







TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will perform a variety of rotational movements around the frontal axis (directed at the front)		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>rotate the body mass <b>to and fro</b> (“rocking”) using various body parts for support, e.g.</li> </ul> <p><u>Seat/back/shoulders</u>  from <b>crook-sitting</b>, arms around knees, rock/roll <b>backward</b> to shoulders and back to <b>crook-sitting</b></p>  <p><u>Chest/abdomen/thigh</u>  From <b>front-lying</b>, arms, above head, rock <b>to and fro</b> from chest to thighs, etc.</p> 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>rotate around the frontal axis, e.g.</li> </ul> <p><b>From</b> all fours position, <b>put</b> right hand through the gap between the left arm and left leg, head following right arm. Lift hips and roll over <b>to</b> right shoulder.</p>  <p>Repeat action with left arm and roll over <b>to left</b> shoulder</p> <p><b>Straddle-standing. Stretch</b> both arms far back between two legs. Roll forward <b>on</b> shoulders to <b>long-sitting</b></p> 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>rotate around the frontal axis starting position, e.g. <ul style="list-style-type: none"> <li>crouch, stand, <b>straddle-stand</b></li> </ul> </li> <li><b>position limbs</b> during rotation, e.g., legs together, legs apart, straight legs, etc.</li> <li>final position, e.g. <b>crook-sitting, long-sitting, crouch-standing</b>, etc.</li> <li>tempo, e.g. rolling fast or <b>slowly</b></li> <li>Roll about the area experimenting to see <b>through</b> how many different shapes you can travel</li> </ul>










TOPICS	GRADE 1	GRADE 2	GRADE 3
JUMPING ON THE SPOT IN VARIOUS WAYS	<b>Learning Objective</b> Learners will jump and land with a bounce in knees		
	<b>Competencies</b> <b>Learners should be able to</b>	<b>Competencies</b> <b>Learners should be able to</b>	<b>Competencies</b> <b>Learners should be able to</b>
	<ul style="list-style-type: none"> <li>jump and perform a shallow landing, e.g.  jumping like a bouncing ball</li> </ul>  <ul style="list-style-type: none"> <li>jump on the spot varying positions of limbs while in the air, e.g.  hold your arms in the air while jumping</li> </ul>  <ul style="list-style-type: none"> <li>hold one leg while jumping</li> <li>make a star while jumping</li> </ul>	<ul style="list-style-type: none"> <li>jump and perform a deep landing, e.g. jump high into the air and land in a <b>crouching</b> position  jump and land with bounce in knees like a rabbit hiding from wild dogs.</li> </ul>  <ul style="list-style-type: none"> <li>jump on the spot, varying body position while in the air, e.g.  stretch/curl your body while jumping  jump and show wide/narrow/twisted shapes in the air while jumping</li> </ul>	<ul style="list-style-type: none"> <li>jump and perform a deep landing, e.g. perform <b>single</b>/consecutive jumps on the spot, landing on both feet. Concentrate not on the jump but on a resilient landing  trot slowly, take off <b>on</b> one foot and land on both feet, concentrating on a good landing</li> <li>jump on the spot, varying starting positions of limbs in the air, e.g. shallow or deep landings  positioning of feet on landing  jump, concentrating on good squashy landings  jump in as many different ways as you can think of</li> </ul>





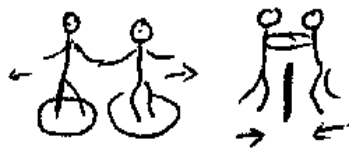







TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>move using the five basic jumps, e.g.</li> </ul> <p>from two feet to two feet</p> <p>from one foot to two feet</p> <p>from two feet to one foot</p> <p>from one foot to the same foot</p> <p>from one foot to the other foot</p>	<ul style="list-style-type: none"> <li>move half and full turns in the air while jumping, e.g.</li> </ul> <p>jump, using the feet in various ways, varying the length of <b>steps</b>/ tempo/<b>direction</b> and also rhythmical repetitions</p> <p>experiment to find how many <b>kinds</b> of jumps there are depending on whether you take off <b>from</b> one or two feet and land on one or two feet</p> <p>stand and jump a long way <b>forward/backward/sideways</b></p> <p>join together several different jumps</p>	<ul style="list-style-type: none"> <li>jump with height and distance requirements while 'moving' and varying positions of limbs during travelling, e.g.</li> </ul> <p>trot and jump as high as possible.</p> <p>trot and jump with a hand/ another part of the body as the highest part</p> <p>stand and jump as high as possible landing a metre away <b>forward/backward/sideways</b></p>

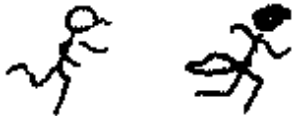


TOPICS	GRADE 1	GRADE 2	GRADE
BALANCING	<b>Learning Objective</b> Learners will balance in different ways on the spot		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>balance on the spot while using various body parts for support, e.g.</li> </ul> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;"> <u>Feet</u> standing </div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;">toe-standing</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;">straddle-standing</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;">scissors-standing</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;">forward lunge</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;">standing on one leg</div>  </div> <div style="text-align: center;">  </div> </div> <p><b>straddle-standing</b>, trunk forward front balance standing</p>	<ul style="list-style-type: none"> <li>balance on the spot, varying body positions (front, side or back towards the ground), e.g.</li> </ul> <p>body parts used for support</p> <p>position of limbs</p> <p>balance on various groups of three parts</p> <p><b>put</b> your weight/balance on various pairs of matching parts, e.g. feet, hands, knees</p> <p><b>put</b> body weight on various patches, e.g. bottom, back, chest. reduce the size of the patch</p>	<ul style="list-style-type: none"> <li>balance on the spot, varying body positions (front, side or back towards the ground), e.g.</li> </ul> <p>body parts used for support</p> <p>position of limbs</p> <p>balance on various groups of three parts</p> <p><b>put</b> your weight/balance on various pairs of matching parts, e.g. feet, hands, knees</p> <p><b>put</b> body weight on various patches, e.g. bottom, back, chest. <b>Reduce</b> the size of the patch</p>



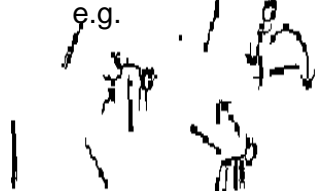
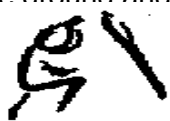




TOPICS	GRADE 1	GRADE 2	GRADE3
	<p><u>Knees</u> kneeling</p>  <p>support kneeling forward</p>  <p><u>Hands and knees/feet</u> all fours</p>  <p>front-kneeling</p>  <p>crab-standing</p>  <p>crook <b>back-lying</b> support</p>  <p><b>side-lying</b> support</p>	<ul style="list-style-type: none"> <li>Move around stopping every few seconds to balance in a different way on different body parts</li> </ul> <p>Find a variety of balances on two or three parts. Move other parts of body fairly <b>slowly</b>, trying to <b>remain balanced</b></p> <p>Stand on both feet. Slowly take one foot from the ground <b>and</b> stretch it in different directions</p>	<ul style="list-style-type: none"> <li>Move around stopping every few seconds to balance in a different way on different body parts</li> </ul> <p>Find a variety of balances on two or three parts. Move other parts of body fairly slow, trying <b>remain balanced</b></p> <p>Stand on both feet. Slowly take one foot from the ground <b>and</b> stretch it in different directions</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<u>Seat</u> <b>Balance-sitting</b> 		
	<u>Nape</u> <b>Nape-standing</b> 		
	<b>Head-standing</b> 		
	<u>Trunk</u> <b>Front-lying</b> 		
	<b>Back-lying</b> 		
	<b>Side-lying</b> 		
	<u>Hands and head</u> <b>Crouch-balance</b> with head on ground 		
	<b>Hand-standing</b> 		
	<b>Kicking like a donkey</b> 		





















TOPICS	GRADE 1	GRADE 2	GRADE 3
ACTIVITIES WITH A PARTNER	<b>Learning Objective</b> Learners will perform a variety of push and pull activities with a partner		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>pull and push a partner using various parts of the body and from different starting positions, e.g.  <u><b>Pull</b></u>  One arm tug-o-war. Opponents face each other, grasp opposite hand of partner. Try to pull opponent off balance</li> </ul>  <u><b>Two hands tug-o-war</b></u> Opponents face each other, grasp both hands of partner. Try to pull opponent off balance  NB: Whenever partner activities are done it is very important that the partners working together should be of equal size and weight	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>pull and push a partner using various parts of the body and from different starting positions, e.g.  <u><b>Pull</b></u>  Elbow tug-o-war. Opponents hook elbows and try to pull each other off balance</li> </ul>  <u><b>Hopping tug-o-war</b></u> Hop on one foot, grasp opposite hand of partner, try to pull opponent off balance 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>pull and push a partner out of/ over a defined area without/ with the use of an implement.  <u><b>Defined area</b></u>  Use the same activities mentioned in Grades 1 and 2, but let one or both partners stand in a defined area, e.g. a hoop, a circle drawn on the ground or behind a rope or stick      <u><b>Using an implement</b></u>  Use the same activities mentioned in Grades 1 and 2 but hold a stick instead of holding hands: <ul style="list-style-type: none"> <li>partners in crook-sitting position hold a stick above their feet and try to pull each other up.</li> </ul>  </li> </ul>






TOPICS	GRADE 1	GRADE 2	GRADE 3
ACTIVITIES WITH A PARTNER	<p><u>Push</u>  <b>One</b> shoulder pushing. Opponents, facing different directions, stand next to each other with right shoulders touching. On signal try to push partner backwards</p>  <p><u>Shoulder pushing.</u> Scissors standing, opponents facing with hands on each other's shoulders. On signal try to push him backwards</p> 	<p><u>Push</u>  As in Grade 1, adding: back-to-back pushing. <b>Lean</b> back to back with elbows interlocked. Push backwards trying to force opponent along</p>  <p><u>Questions</u>  With how many parts of your body can you push a partner?  Can you push or pull a partner from the following positions: standing, standing on one leg, kneeling, <b>crook-sitting</b>, etc.?</p>	<p><u>Oxen fighting</u>  Partners in <b>stoop-standing position grasp</b> ends of stick in front of head. Bump-<b>push</b> imitating colliding horns of animals</p> 





TOPICS	GRADE 1	GRADE 2	GRADE 3
ACTIVITIES WITH A PARTNER	<b>Learning Objective</b> Learners will perform follow and dodge partner activities		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>• <b>Play</b> games where a partner is followed/<b>dodged</b>, e.g.  <u>Catch your partner's tail</u>  One partner inserts a <b>coloured</b> band at the back of his shorts to represent a tail. At a given signal his partner chases him and attempts to remove the tail   If the chaser succeeds, he inserts the <b>coloured</b> band under the waistband of his own shorts. His partner should allow him sufficient time to get away, before starting the chase.</li> </ul> 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>• <b>Play</b> games where a partner is followed/<b>dodged</b>, e.g.  <u>Toe treading</u>  While keeping their hands behind their backs, the two opponents try to step on each other's toes as many times as possible</li> </ul> 	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>• <b>Play</b> games where a partner is followed/<b>dodged</b>, e.g.  <u>Knee boxing</u>  In pairs. Each player attempts to hit his opponent's knees as many times as possible</li> </ul> 
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>• work with a partner, e.g. imitating a partner's movements, e.g.</li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>• work with a partner, e.g. <b>"travelling"</b> in various ways with a partner, e.g.</li> </ul>
ACTIVITIES WITH A PARTNER	<b>Learning Objective</b> Learners will work with a partner using different imitative activities		




TOPICS	GRADE 1	GRADE 2	GRADE 3
		<p><u>Follow the leader</u> A follows B and does whatever B does. Change positions</p> 	<p>A and B stand next to each other. They decide which way they want to travel and match each others' movements</p> 
ACTIVITIES WITH A PARTNER	<p><b>Learning Objective</b> Learners will move between, around, over, into, onto, underneath and through small apparatus</p>		
	<ul style="list-style-type: none"> <li>Move between, around, over and onto small apparatus such as bean bags, shoes, tins, stones, coloured bands, stockings or strips of material in various ways, e.g.</li> </ul> <p>Set up small apparatus in an informal pattern on the area and move between, around, over and onto them in various ways:</p> <ul style="list-style-type: none"> <li>on various parts of the body</li> <li><b>forward, backward</b> and sideways</li> <li>fast and slow</li> <li>high and low</li> <li>with turns and rolls</li> </ul>	<ul style="list-style-type: none"> <li>Move between, around, over and underneath sticks and ropes lying on the ground or held by a partner, in various ways, e.g.</li> </ul>  <p>Move underneath stick with one end on the ground and other in hand</p>  <p>Move over and underneath sticks or ropes held by a partner</p> 	<ul style="list-style-type: none"> <li>Move between, around, over, into and through hoops lying on the ground, held by a partner or rolling, in various ways, e.g.</li> </ul>  <p>Move around a spinning hoop</p>  <p>Move over, through and underneath hoop or hoops held by a partner</p> 



TOPICS	GRADE 1	GRADE 2	GRADE 3
ACTIVITIES WITH A PARTNER	<b>Learning Objective</b> Learners will perform balancing and movement activities while holding small apparatus (bean bags, shoes, tins, stones, coloured bands, stockings)		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>balance positions on or over bean bags, shoes, tins, stones, coloured bands, stockings or strips of material in various ways, e.g.</li> <li>balance bean bag, shoe or stone on different parts of the body or hold the bean bag, shoe, stone, coloured band or strip of material in position with different parts of the body while performing various movements</li> </ul> <p>Free walking with bean bag/shoe on head without dropping it</p> <p>Crouch, clasping bean bag/coloured band between feet:</p> <p>Rabbit hopping</p> <p>Frog jumping</p>   	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>balance positions on or over sticks and ropes lying on ground or held by a partner in various ways, e.g.</li> </ul>       <p>Balance stick on different parts of the body or hold the stick or rope in position with different parts of the body while performing various movements</p> <p>Balance stick vertically on palm of hand or point of finger. In stationary position, free walking or counter walking. Use opposite hand to steady or catch before stick falls. (The stick can also be balanced on other body parts, e.g. foot, chin, nose, shoulder, knee, etc.)</p>   	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>balance positions in and over hoops, e.g.</li> </ul>      <p>Hold hoops in position with different parts of the body while performing various movements</p> <p>Free running, holding hoop as steering wheel. On signal place hoop on ground and <b>do</b> handstand</p>   <p><b>Straddle-standing.</b> Rotate hoop around waist (hula hoop) to the left and right</p> 

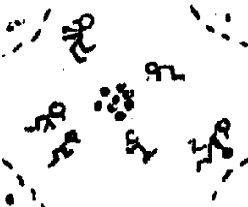
TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p>Crook back-lying support with apparatus on midriff – beetle crawling <b>forward</b> or <b>backward</b></p>  <p>Grip bean bag/coloured band with toes of one foot. <b>Hop</b> along on other leg</p> 	<p><b>Long-sitting</b> with stick across feet and hand support behind <b>on the</b> ground. Raise both legs and roll sticks up to hips. Support on hands and <b>heels</b>, raise hips and roll stick back to starting position</p>  <p><b>Front-lying.</b> Hold <b>double-folded</b> skipping rope between hands behind back. Hook rope around feet and pull tight. Raise head and rock like a boat on <b>the</b> ground.</p> 	<p>Boating. <b>Front-lying</b> while hoop is held in both hands high above head. Hook feet in as well. Rock to and fro on stomach</p> 

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will jump over an object <b>hand-held</b> by <b>themselves</b> (bean bags, shoes, tins, stones, coloured, bands, stockings)		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>skip with a rope while handling the rope <b>himself</b>, e.g.</li> </ul> <p>Stand, holding rope in correct way with rope behind heels. Swing rope over head to a position in front of feet. Step over. Repeat action and increase speed gradually</p>  <p>Horizontal skipping. Grasp rope in one hand. Circle rope in a horizontal plane at knee height. Skip over.</p> 	<ul style="list-style-type: none"> <li>skip with a rope while handling the rope <b>himself</b>, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>skip with a hoop (rope-skipping) while handling the hoop <b>himself</b>, e.g.</li> </ul> <p>Stand next to hoop, holding top of hoop with one hand. Swing hoop underneath feet and jump over it. Swing hoop back to original position and jump again. Repeat : rhythmically.</p>  <p>Stand, holding hoop at waist height. Step over hoop, lift hoop <b>to</b> shoulder height and swing it over head. Repeat the action rhythmically and with increased speed (rope-skipping with hoop)</p> 

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>experiment with different ways of skipping while swinging the rope over head, e.g.</li> </ul> <p>Skipping on spot with one leg in front (walking over rope). Change legs</p>  <p>Skipping on the spot with legs together with or without rebound</p>  <p>Skipping on alternate legs with knees raised high (running action on spot)</p> 	<ul style="list-style-type: none"> <li>skip while saying a rhyme, for instance, e.g.</li> </ul> <p><i>“Little tiny bouncing ball jump, jump, jump Great enormous bouncing ball Bump, bump, bump”</i></p> <p>OR</p> <p><i>Jumping Joan “Here stand I Little jumping Joan When nobody’s with me I’m all alone</i></p>	<ul style="list-style-type: none"> <li>experiment with different ways of skipping, e.g.</li> </ul> <p>Skip/jump with a hoop</p> <p>Skip with a hoop without getting hooked</p> <p>Skip in the same manner with a hoop as you skipped with a rope</p> <p>Move <b>forward/backward</b> while skipping with a <b>hoop</b></p>

ATHLETICS			
TOPICS	GRADE 1	GRADE 2	GRADE 3
RUNNING ACTIVITIES	<b>Learning Objective</b> Learners will perform running activities/games with the emphasis on endurance		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate endurance by playing the following games, e.g.   <u>Stay with the ball:</u>  While a ball is rolled between two lines the pupils must try and keep up with the ball   <u>Filling the basket:</u>  Use a <b>waste</b> paper basket and fill it with bean bags. The teacher scatters the bags around and pupils must collect <b>them</b> and fill up the basket </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate endurance by playing the following games, e.g.   <u>Look and react:</u>  The teacher lifts his/her arm and points it into any direction whereupon the pupils react by running in that direction.   <u>Touch:</u>  Two or three pupils from group A lightly touch the top of the outstretched hands of pupils in group B. As soon as a pupil is touched under the hand, i.e. on the palm, A is chased and points are awarded to B if A is caught. </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate endurance by playing the following games, e.g.  <u>Overtaking the ball:</u>  The teacher rolls a ball towards a group of pupils who are lined up 10 metres apart; when the ball passes a static ball (5-8 metres away) the pupils must take off and run to prevent the rolling ball from passing them. <b>Shorten</b> the distance between the static ball and the row of pupils  <u>Overtaking a partner:</u>  B waits for approaching A. As soon as <b>A</b> crosses a certain line, B must take off and run as fast as possible to remain ahead, while A tries to overtake B before a third given <b>point</b>. </li> </ul>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p><u>Trails:</u> Place a coloured band around each <b>learner's</b> waist and then run after the leader with <b>the same</b> colour</p> <p><u>Running train:</u> Running on the spot with fast arm and leg action</p> <p><u>Follow the leader:</u> The pupils follow a leader who runs around. The leader changes his speed while the followers try to keep up.</p> <p><u>Letter/single number-play:</u> "Write" (running) imaginary numbers/letters on the practice area. Teacher/group leader calls out a number/letter and learners run to form it</p> <p><u>Robot game</u> Pupils follow colour held up (bean bag, flag, etc.) or shouted by the teacher. On red pupils will be stationary, on orange they will jog and on green they will <b>jump</b>. Do not exceed distances of 400 metres without giving a <b>short recovery time</b>.</p>	<p><u>Escape:</u> Groups A and B are told to take up specific positions (starting positions) <b>3 to 4</b> metres apart. At a given signal one group tries to catch the other.</p> <p><u>Follow the leader:</u> The pupils follow a leader who runs around. The leader changes his speed while the followers try to keep up.</p> <p><u>Letter/two digit number-play:</u> "Write" (running) imaginary numbers/letters on the practice area. Teacher/group leader calls out a number/letter and learners run to form it</p> <p><u>Robot game</u> Pupils follow colour held up (bean bag, flag, etc.) or shouted by the teacher. On red pupils will be stationary, on orange they will jog and on green they will <b>jump</b>. Do not exceed distances of 400 metres without giving a <b>short recovery time</b>.</p>	<p><u>Grab:</u> Two teams A and B stand on either side of a bean bag or two boundary lines 10 metres apart. The leader calls a number and two pupils from each team try and grab the bean bag for three points. The one who gets the bag is chased by his opponent and if caught the opponent's team receives a bonus point</p> <p><u>Follow the leader:</u> The pupils follow a leader who runs around. The leader changes his speed while the followers try to keep up.</p> <p><u>Word-play:</u> "Write" (running) imaginary words/letters on the practice area. Teacher/group leader calls out a number/letter and learners run to form it</p> <p><u>Robot game</u> Pupils follow colour held up (bean bag, flag, etc.) or shouted by the teacher. On red pupils will be stationary, on orange they will jog and on green they will <b>jump</b>. Do not exceed distances of 400 metres without giving a <b>short recovery time</b>.</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
JUMPING ACTIVITIES	<b>Learning Objective</b> Learners will perform jumping activities with the emphasis on jumping for distance		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate jumping skills for distance, e.g.</li> </ul> <p><u>Jumping into hoop:</u> Run in between hoops which are scattered about on the ground. On signal pupils jump into a hoop. Each time one hoop is removed. See who can be kept out the most</p> <p><u>Fill the corners:</u> Execute various types of jumps (rabbit, frog, one-legged, two-legged jumps, etc.) from the corners of the playing area towards the centre where they receive an object. They run back to their respective corners with these and repeat the action. See which group can collect the most objects</p> 	<ul style="list-style-type: none"> <li>demonstrate jumping skills for distance, e.g.</li> </ul> <p><u>Touch on one leg:</u> Hop on one leg and try to touch their partners</p> <p><u>Sandbag jumps:</u> Teacher swings a rope which has a sandbag or other object attached to it. The pupils jump over it with both legs, one leg or alternatively <b>forward, backward</b> or sideways.</p>	<ul style="list-style-type: none"> <li>demonstrate jumping skills for distance, e.g.</li> </ul> <p><u>Hoop jumps:</u> Different jumps are executed in hoops or between sticks placed in a row, e.g. jump on one or two legs and <b>change them</b>. Gradually move the hoops further apart. Raise the sticks with the aid of bricks, tins or boxes</p> <p><u>Jumping over the rope:</u> Two pupils <b>hold</b> the ends of a long rope stand 5 to 6 metres apart. The rest of the <b>learners</b> stand on the playing area between the runners. The two runners hold the rope at knee height and run in one direction. The other pupils have to jump over the rope in different ways.</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will perform jumping activities with the emphasis on jumping for height		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate jumping skills for height, e.g.</li> </ul> <p><u>Jumping over objects</u>  Jump in different ways over various objects, e.g. shoes, bean bags, etc. scattered around the practice area</p> <p><u>Jumping over the elastic band/rope</u>  Two pupils hold the elastic/rope while the others jump to and fro, sideways, with or without rebound, on two feet</p> <p><u>Bouncing ball</u>  Continuous jumping on the place with feet together</p>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate jumping skills for height, e.g.</li> </ul> <p><u>Sandbag jumps</u>  Teacher swings a rope which has a sandbag or other object attached to it. The pupils jump over it with both legs, one leg or alternatively forward, backward or sideways.</p> <p><u>Jumping over objects</u>  Pupils jump in different ways over various objects, e.g. shoes, bean bags, etc. scattered around the practice area</p>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>demonstrate jumping skills for height, e.g.</li> </ul> <p><u>Partner jumps</u>  Partners alternately execute vertical hops jumping over rope</p> <p><u>Jumping and running skills</u>  Bunny jump over rope, run and bunny jump over next obstacle.</p> <p>Repeat but <b>jump</b> from one or both legs</p>



TOPICS	GRADE 1	GRADE 2	GRADE 3
THROWING ACTIVITIES	<b>Learning Objective</b> Learners will perform throwing activities/games with the emphasis on throwing for distance		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate throwing skills for distance, e.g.</li> </ul> <p><u>Throw and retrieve</u>  Throw an object, e.g. stone, bean bag, etc. underhand or overhand as far as possible. <b>Run</b> and retrieve the object</p> <p><u>High ball</u>  Throw an object as high as possible <b>into</b> the air and catch it on return</p>	<ul style="list-style-type: none"> <li>demonstrate throwing skills for distance, e.g.</li> </ul> <p><u>To and fro throwing</u>  Underhand <b>throw</b> to a partner who catches the object and <b>throws</b> it back</p> <p><u>To and fro bouncing</u>  Overhand <b>bounce</b> to a partner who catches the ball and bounces it back</p>	<ul style="list-style-type: none"> <li>demonstrate throwing skills for distance, e.g.</li> </ul> <p><u>Target throwing with stones</u>  The teacher places an object, e.g. tin, box, etc. a few <b>metres</b> from the pupils. Each learner has three stones. Who can hit the target?</p> <p><u>Throwing an object <b>into</b> a holder</u>  Throw an object, e.g. bean bag or stone <b>into</b> a <b>container</b>, e.g. a box or waste paper basket 3 <b>to</b> 5 metres away. The distance can be increased</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
COMPETITION	<b>Learning Objective</b> Learners will perform individual, partner and group competitions		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate competitiveness as an individual, e.g.  Run around a marker at a set distance away and back. See who is first  See who can throw (overhand or underhand) the object the furthest. Retrieve and repeat  Hoop jumps: <b>Place</b> hoops <math>\pm</math> one step apart in a row. Let pupils jump from one hoop to the next. Move hoops further apart. <b>Repeat</b> See who can jump <b>into</b> the most hoops at the various intervals. Throw an object into <b>the</b> air and see who can cleanly catch it the most times on the return</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate competitiveness with a partner, e.g. Work in pairs. From a marked point pupil A jumps from standing as far as possible and marks his landing spot. Pupil B jumps from this point in the same manner and marks his landing point. The pair with the greatest distance will be the winning pair. Work in pairs. Each pair receives an object, e.g. a bean bag. From a marked point pupil A throws object as far as possible. Pupil B picks up the object and throws <b>it further</b>. The combined distance will be taken into account to determine the winning pair. Work in pairs. Put arms around each <b>other's</b> waist, lift the outside leg and hold it with the free arm. Support one another and hop on two legs to a point. The first pair to reach this point will be the winning pair</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate competitiveness as a group, e.g.  Relay running in groups  Corner relay: <b>Groups</b> A, B, C and D. On a signal all groups start running in an anti-clockwise direction to the next corner. Each time a group completes their distance they must stop and form up. Points are given to a winning group. At the end the winning group will be announced. Line up with the leader 3 <b>to</b> 5 metres from the front facing them. An object is thrown to the first pupil who catches it and throws it back whereupon he sits down. Repeat. The last one in the line will catch the object <b>and</b> run to the front. Repeat until everybody had a <b>turn</b> to be in the front position</li> </ul>

SPORT SKILL			
TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will apply a wide range of behavioural rules of sport		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate how to look after clothing and apparatus, use correct terminology and obey commands, e.g.</li> </ul> <p>changing into practice <b>clothes</b>  hanging up of clothing  folding up of clothing  storing of personal items  washing of hands etc. after play  <b>obeying commands</b></p> <p>sit, stand, lie down, turn about, jump (basic terminology)  <b>caring for</b>, storing and transportation of apparatus  small apparatus to be placed in containers (boxes, etc.)</p> <p>apparatus not to be dragged over ground  when playing on apparatus shoes and socks to be taken off</p>	<ul style="list-style-type: none"> <li>demonstrate Grade 1 competencies, <b>use</b> extended terminology and <b>show</b> how to work in groups, e.g.</li> </ul> <p><b>long-sitting, crook-sitting, knee-sitting</b>, crouch</p> <p>explain and demonstrate <b>how</b> group activities should be done</p>	<ul style="list-style-type: none"> <li>demonstrate Grade 2 competencies, <b>use</b> extended terminology, <b>accept</b> decisions, e.g.</li> </ul> <p>win  <b>lose</b>  draw  time up</p>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will roll and stop field objects without an implement		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>use variety of objects to demonstrate roll and stop skills, e.g.  balls, balls of rolled up paper, bean bags, old socks tied in a bundle, seeds/fruits of various trees or plants, <b>tins</b>, hoops, etc.</li> <li>objects of various sizes and <b>shapes</b> should be used, where possible left and right arms and legs should be exercised</li> <li>roll and stop/field activities:  roll ball with different parts of the body, e.g. <b>hand</b>, nose, forehead, elbow</li> <li>roll ball with right and left hand roll ball in different directions, e.g. <b>forward, backward and sideways</b></li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>use variety of objects to demonstrate roll and stop skills, e.g. roll and stop/field activities with balls and hoops: roll ball <b>forward</b> with both hands</li> <li>roll hoop forward with right and left hand roll ball/hoop in different directions, e.g. <b>forward, backward</b> and sideways</li> <li>roll ball/<b>hoop</b>, alternating hands, e.g. left, right, left, right</li> <li>roll ball between two <b>targets</b>, e.g. tins</li> <li>roll hoop to a partner</li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>use variety of objects to demonstrate roll and stop skills, e.g. roll and stop/field activities with balls and hoops: roll ball <b>forward</b> with both hands</li> <li>roll hoop forward with right and left hand roll ball/hoop in different directions, e.g. <b>forward, backward and sideways</b></li> <li>roll ball/<b>hoop</b>, alternating hands, e.g. left, right, left, right</li> <li>roll ball between two targets, e.g. tins</li> <li>roll hoop to a <b>target</b>, e.g. tins</li> <li>roll hoop to a partner</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will dribble and stop objects (bean bags, balls) without an implement		
	<ul style="list-style-type: none"> <li>dribble an object, e.g. bean bag or ball with right hand to a certain point. Dribble object back to starting point with left hand</li> </ul> <p>dribble object with left and right hands alternately</p> <p>dribble an object, e.g. bean bag or ball with right foot to a certain point. Dribble object back to starting point with left foot</p> <p>dribble object with left and right foot alternately</p> <ul style="list-style-type: none"> <li>kick the ball with different parts of the foot, e.g. inside, toe, outside, etc.</li> </ul> <p>Kick the ball to a partner who <b>fields</b> it, picks it up and <b>rolls</b> it back.</p>	<ul style="list-style-type: none"> <li>dribble an object, using hands alternately in a straight line</li> </ul> <p>dribble an object, using feet alternately in a straight line,</p> <p>dribble object zig-zag between obstacles with hands</p> <p>dribble objects zig-zag between obstacles with feet. Dribble object with feet between stationary objects, e.g. hoops. On signal, dribble object with hands around the nearest object</p> <ul style="list-style-type: none"> <li>kick the ball between two objects, e.g. tins or stones.</li> </ul> <p>kick the ball at a target, e.g. a partner holding a hoop.</p> <p>kick a ball to a partner who stops it with his feet and kicks it back</p>	<ul style="list-style-type: none"> <li>dribble an object, using hands alternately in a straight line</li> </ul> <p>dribble an object, using feet alternately in a straight line,</p> <p>dribble object zig-zag between obstacles with hands</p> <p>dribble object zig-zag between obstacles with feet. Dribble object with feet between stationary objects, e.g. hoops. On signal, dribble object with hands around the nearest object</p> <ul style="list-style-type: none"> <li>kick the ball between two objects, e.g. tins or stones.</li> </ul> <p>kick the ball at a target, e.g. a partner holding a hoop.</p> <p>kick a ball to a partner who stops it with his feet and kicks it back</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will throw objects (bean bags, balls) and catch them correctly		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>throw objects into the air and catch with both hands upon <b>descent</b>, e.g.</li> </ul> <p>Throw object as far as possible and collect it</p> <p>Throw object in a variety of ways, e.g. over arm, underhand, both hands, right/left hand</p> <p>Throw object to a partner who catches it and <b>throws</b> it back</p>	<ul style="list-style-type: none"> <li>throw objects into the air and catch with both hands upon <b>descent</b>, e.g.</li> </ul> <p>Partner A throws object in any direction. <b>B fields or catches</b> it and throws it back to A.  <b>Change</b> positions after a time.</p> <p>Throw an object:</p> <ul style="list-style-type: none"> <li>at a target, e.g. wall, newspaper on a rope</li> <li>over a target, e.g. rope, tree, posts</li> <li><b>into</b> a target, e.g. hoop, box basket</li> </ul> <p>Put an object in a stocking or bag, e.g. orange bag. Hold on one end of the stocking and sling it</p>	<ul style="list-style-type: none"> <li>throw an object into the air and clap your hands twice before catching it, e.g.</li> </ul> <p>Use parts of your body to throw an object.  Catch it on any other part of the body, <b>e.g.</b> foot, back, knee</p> <p>Stand a few steps from the wall, <b>see</b> who can hit the target drawn on the wall.  Use three objects (stones, balls) to hit a newspaper hanging over a rope</p> <p>Throw an object to and fro without missing it</p> <p>Make up a game with your partner, throwing an object</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will bounce a ball with different parts of the body		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• bounce a big ball on the spot and catch it with both hands</li> </ul> <p>repeat <b>ths</b> activity with a small ball</p> <p>bounce a ball continuously on the spot:</p> <ul style="list-style-type: none"> <li>- with both hands</li> <li>- with right hand</li> <li>- with left hand</li> <li>- with right and left hand alternately</li> </ul> <p>bounce the ball to a partner in a variety of ways</p> <p>bounce the ball while reciting a rhyme for example  “lbounce the ball on the ground  bump, bump, bump  listen to the bumping sound  bump, bump, bump”</p>	<ul style="list-style-type: none"> <li>• bounce the ball continuously while walking</li> </ul> <p>bounce the ball lower and higher on command (low! high!)  bounce the ball while moving between obstacles, e.g. hoops. on signal, stop and bounce the ball continuously in the nearest hoop/around the nearest obstacle</p> <p>bouncing game. <b>Bounce</b> the ball continuously while performing the following activities:</p> <ul style="list-style-type: none"> <li>- bounce the ball in front of body</li> <li>- bounce ball underneath right leg</li> <li>- bounce ball underneath left leg</li> <li>- bounce ball around body</li> </ul> <p>(<b>Any</b> other activities may be added. <b>It</b> can also be done <b>with</b> a rhyme)</p>	<ul style="list-style-type: none"> <li>• bounce a small ball (tennis) on the spot <b>and</b> catch it with both/one hand</li> </ul> <p>bounce the ball continuously while walking,</p> <p>bounce the ball while moving between obstacles, e.g. hoops. <b>On</b> signal, stop and bounce the ball continuously in the nearest hoop/around the nearest obstacle, using small ball (tennis) bouncing game.</p> <p>bounce the ball continuously while performing the following activities:</p> <ul style="list-style-type: none"> <li>- bounce the ball in front of body</li> <li>- bounce ball underneath right leg</li> <li>- bounce ball underneath left leg</li> <li>- bounce ball around body</li> </ul> <p>(<b>Any</b> other activities may be added. it can also be done <b>with</b> a rhyme)</p>





TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>hit/strike an object, e.g.  bean bag, self-made ball, etc. in the air with one hand and catch it again.  hit/strike an object continuously in the air with: - both hands - right hand/left hand right and left hand alternately (palms or fists can be used)</li> </ul> <p>the following objects can be used: bean bag, self-made balls, small block of wood, balls, etc.</p> <p>the following implements can be used: stick, plank, club, rolled-up magazine, bat, etc.</p>	<ul style="list-style-type: none"> <li>strike an object from a support, e.g.  a ball resting on a chair or bench (a paper cup can be used to place the object on) strike a hanging object, e.g. a self-made ball on the end of a rope tied to a tree or a ball in a stocking held by a partner</li> </ul> <p>game: keep the ball in the air, see which player can keep his ball the longest in the air, hitting it continuously with one or both hands.</p> <p>dribble an object with an implement held in the right/left hand on the ground (keep the object as close as possible to the implement)</p>	<ul style="list-style-type: none"> <li>as in Grade 2, but guide the pupils by means of questions:</li> </ul> <p>dribble an object with an implement on the ground in different directions, e.g. <b>forward, backward</b>, sideways</p> <p>dribble an object between obstacles – on signal dribble it</p>



TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will participate in a variety of small games		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>play games where the emphasis is on the individual ("I" games) and games where a partner is followed or dodged, e.g.</li> </ul> <p><i>Catch the ball in the clock:</i>  No. 1 has the ball in the centre of a circle (<math>\pm 6</math> pupils in a group). He bounces the ball, or throws it into the air and no. 2 has to run in and catch the ball. Repeat.  When they are more advanced, they may call out the number of the one who has to catch the ball.  Widen the circle (clock)</p>	<ul style="list-style-type: none"> <li>play games with the emphasis on "I" games, "I"- and- "We"- games and chasing games, e.g.</li> </ul> <p><i>Stand in a line hitting targets</i>  Pupils stand in a line, each with a ball – no more than 6 in a line. One by one the pupils come up to the line and try to hit the target by rolling the ball at it. How many in the line manage to hit it?</p> <p>A catcher is necessary to field the balls, except when there is a fence behind the targets, <b>in which case</b> each one can fetch his own ball.</p> <p>(Objects, e.g. bean bags, stones etc. can also be thrown at the targets)</p>	<ul style="list-style-type: none"> <li>play games with the emphasis on "You-and-I-together" games and "I-versus-them" games, e.g.</li> </ul> <p><i>Run for your life</i>  Pupils stand in circles (not more than six or eight <b>in</b> a circle). <b>O</b> skips around the outside of each circle.</p> <p>O goes to stand between any two in the circle and stretches his arms sideways and touches the two pupils on either side of him saying: "Run for your life!" They turn away and run round the circle in opposite directions to see who is first <b>in</b> the remaining open space as O has taken the other space. The one who loses becomes O.</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p><u>Roll the ball out of the circle</u> Pupils stand with feet astride in a circle with feet touching. Two pupils in the centre try to roll a ball through the legs of those on the outside. Those on the outside try to stop the balls.</p> <p>Change <b>places</b> so that all have a turn to roll a ball out of the circle</p> <p>Keep the ball away – it is "dangerous" Pupils stand in a circle and one pupil starts the game by kicking the ball away from him.</p> <p>The ball must be kept on the ground. Thus the pupils must push the ball away with the inside or outside of their feet. It must be done quickly because the ball is "dangerous". Add more "dangerous" balls. (The size of the ball can be varied as well)</p>	<p><u>Exchange relay</u> The first one in each line on line A has a bean bag each. On command, the first ones on line A and B run to line C where line A gives the bean bag to line B. The first ones in line run back to fall in at the back of their lines. The first ones in line B first give the bean bag to the next standing on the line before they also fall in at the back of their lines.</p> <p>Variation: Later on line C is dispensed with. Then line A and B exchange the bean bag where they meet each other in the middle.</p> <p>Throw-against-the-wall-relay: No. 1 throws the ball against the wall and quickly moves out of the way to fall in at the back of the line. No.2 must be quick to take up No. 1's place in order to catch the ball.</p>	<p><u>Three against one</u> Three hold hands and form a circle. The one on the outside runs from side to side trying to get round to touch the one in the circle furthest away from him.</p> <p>The others hold hands and move from side to side so that the outside one cannot get at the furthest one. Change places</p> <p>Keep the ball in the air (in couples) Divide class into twos with a ball between each two players. They hit the ball up and see how long they can keep it in the air. If a ball falls onto the ground they have lost a life. See who can lose the least lives.</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p><i>The dog catches the cat</i> Learners (<math>\pm</math> 8 in a group) stand in a circle and pass a bean bag around (the cat).</p> <p>When the "cat" is about two paces away, the dog (a ball) is brought in to try and catch the cat Decide how near to each other the pupils must stand and how soon the dog must be added.</p>	<p>Variation: instead of a wall someone can stand in front to catch and throw the ball</p> <p><i>Teacher ball relay</i> Not more than 6 pupils stand on a line facing the leader standing in a hoop or on a marked spot with a ball. On a given signal the ball is passed to No. 1 who passes it back. Continue like this until No. 6 catches the ball. He keeps the ball and comes to take the leader's place in front.</p> <p>The leader runs to take the place of No. 1. The others have all moved up one place. Continue like this till the original leader is in front again</p>	<p><i>Dodge-ball (one against two)</i> X1 and X2 must try to hit O's legs below the knees with the ball. O must bounce on his toes and always turn towards the one in possession of the ball</p> <p>X1 and X2 must not aim at O's legs every time. They must do inter passing as well without aiming. They may not hold the ball for longer than 3 seconds and they must not throw so wildly that the other partner cannot catch the ball</p> <p>Make own rules for changing places</p>

GAMES IN LIMITED SPACE			
TOPICS	GRADE 1	GRADE 2	GRADE 3
IMITATION	<b>Learning Objective</b> Learners will perform a variety of imitational games/activities		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate imitative games/activities of animal origin, e.g.</li> </ul> <p><u>Galloping horses:</u> Free running with leading knee <b>raised</b> high, using a vigorous arm action</p> <p><u>Frog jumping</u> From crouch with hands on floor between legs, free <b>jump</b> to land first on feet and then on hands</p>  <p><u>Flying birds:</u> Free running with flapping arms or elbows</p>	<ul style="list-style-type: none"> <li>demonstrate imitative games/activities of a general character, e.g.</li> </ul> <p><u>Sawing wood:</u> In <b>scissors-standing</b>, <b>twist</b> trunk to <b>alternative</b> sides with punching action of arms</p> <p><u>Chopping wood:</u> In <b>scissors-standing</b> with arms upward, <b>swing</b> trunk <b>downward</b> and <b>stretch</b> up in chopping action</p> <p><u>Tree swaying:</u> In <b>straddle-standing</b>, arms sideways with elbows slightly bent and wrists relaxed, the tree <b>sways</b> to and fro with a twisting motion</p> 	<ul style="list-style-type: none"> <li>demonstrate imitative games/activities of sport origin, e.g.</li> </ul> <p><u>The boxer:</u> Dance about doing shadow-boxing, keeping left foot and left arm forward</p>  <p><u>The sprinter:</u> From "set" position from a line, take off and <b>jump</b>/fast, running across a certain distance</p> <p><u>Bicycling:</u> In <b>nape-standing</b> with hips supported, legs circling</p> 

TOPICS	GRADE 1	GRADE 2	GRADE 3
LARGE GROUP ACTIVITIES/ GAMES	<b>Learning Objective</b> Learners will perform in large group activities		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<p><u>Frog in the sea:</u>  The players, skipping around the "<b>frog</b>" crouching in the middle chant: "<b>Frog</b> in the sea, can't catch <b>me!</b>" Suddenly the frog jumps up and chases them to their "homes", tagging as many as possible</p> <p><u>Magic carpets</u>  Draw several squares representing magic carpets or have small mats or hoops spread out on the ground. The players skip, with or without music, behind the leader. On a signal, they stop, and those not on the "magic carpets" are given a band to put on. Those who have no bands by the end of the game are the winners</p>	<p><u>Aeroplane:</u>  The players are divided into several groups, each group at its own "<b>air station</b>". The players (aeroplanes) take off from their "air station" and "fly around" freely. On a signal, the aeroplanes come in to land; they fly back to their own stations - the group to return to its station first is the winner.</p> <p><u>Storming the tiger:</u>  The "tigers" pace around in their "cage" (two parallel lines across the centre of the playing area). The other players try to cross from one side of the cage to the other without being caught by the tigers. Suggest that the players be as quiet as possible so that the tigers will not hear them. The tigers may only catch the learners when they are actually in the cage. The players must all run in the same direction</p>	<p><u>Odd man out:</u>  The players pair off in two lines down the centre of the playing area. The teacher is the "odd man out". On a signal, the players run to the opposite sides of the ground and back again, each trying to get a partner in the centre, including the teacher. The one left without a partner becomes the "odd man out".</p> <p><u>Baking a cake:</u>  The class is divided into groups, each group representing one of the ingredients of the cake. Each ingredient is in its own box (squares drawn on the ground). The teacher in the centre, calls out the ingredients as she needs <b>them</b>, and those called, skip out of their boxes to <b>form</b> a large circle round the teacher. The teacher says the following while the players give their own interpretation of the <b>movements</b> required:  <b>"We</b> are mixing the cake"</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p><u>Snakes</u> Select two to three players to be snakes, e.g. mamba, cobra, puff-adder. Let them chase and tag the rest of the class. Those who are tagged should be taken by the snake to his house and remember which snake bit them. Calculate the different snakes' bites</p> <p><u>Farmers and rabbits:</u> The players imitate rabbits, doing bunny-jumps about the playground. The farmer comes with a few dogs who run on all fours. These chase the rabbits. Those caught become dogs. Marked spaces may represent burrows where the rabbits are safe from the dogs</p>	<p><u>Old mother witch</u> The "witch" walks along in front and the players follow her, trying to touch her, while calling: "Old mother witch fell in the ditch, picked up a penny and thought she was rich." The "<b>witch</b>" then turns and asks: "Whose children are you?" Then children give any name and the "witch" continues on her way. If they answer "yours", the "witch" chases them and she tries to catch as many as possible before they are safely in their homes.</p> <p><u>The dog in his kennel:</u> At one end of the ground a "dog" is lying asleep in his "kennel". The rest of the players are at the other end in their home. They creep forward on tiptoe, chanting: "Doggie, come out of your kennel. Doggie come out of your kennel!" The "<b>doggie</b>" sometimes opens an eye and growls. When the players are fairly close he suddenly jumps out and tries to catch as many players as possible before they reach their 'home'</p>	<p>"We are sifting the flower: "We are beating the eggs" "We are beating the eggs" "The cake is small" When the teacher says: "We will eat the cake" the players run back to their "boxes" while the teacher tries to catch as many as possible</p> <p><u>Free tag:</u> In free formation, one player chases the rest and tries to tag another player. Whoever is tagged becomes the chaser.</p> <p><u>All-in-tag</u> The teacher holds sufficient coloured bands <b>for all the learners in the class</b>. One player wearing a band proceeds to tag as many players as possible. Each one tagged puts on a band and helps to tag</p>

TRADITIONAL GAMES			
TOPICS	GRADE 1	GRADE 2	GRADE 3
	<b>Learning Objective</b> Learners will perform a variety of traditional games		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>choose own traditional games, e.g.</li> <li>- Hopscotch</li> <li>- London Bridge is Falling Down</li> <li>- Cat and mouse</li> </ul> <p><u>Amangus:</u>  Players are divided into 2 teams. One team are the runners, the other team are field workers. Two players of the field workers stand at the opposite side of the ground, and throw the ball <b>to each other</b> and back while the runners run from line A to B. The other players help to collect the ball. If the ball touches a runner, he/she <b>is</b> out of the game.</p>	<ul style="list-style-type: none"> <li>choose own traditional games, e.g.</li> <li>- Hopscotch</li> <li>- London Bridge is Falling Down</li> <li>- Cat and mouse</li> </ul> <p><u>Amangus:</u>  Players are divided into 2 teams. One team are the runners, the other team are field workers. Two players of field workers stand on opposite sides of the play area. The <b>runners are</b> in the centre of the play area. The two players of field workers throw the ball <b>to and fro</b>. The <b>runners</b> run into their homes while counting and ducking. If the ball hits a player, he/she <b>is</b> out. A team wins when they reach the target total, e.g. 40.</p>	<ul style="list-style-type: none"> <li>choose own traditional games, e.g.</li> <li>- Hopscotch</li> <li>- London Bridge is Falling Down</li> <li>- Cat and mouse</li> </ul> <p><u>Amangus:</u>  Players are divided into 2 teams. One team are the runners, the other team are field workers. Two players of field workers stand the opposite sides of the play area. The <b>runners are</b> in the centre of play area. The two players of field workers throw the ball <b>to and fro</b>. The <b>runners</b> run into their homes while counting and ducking. If the ball hits a player, he/she <b>is</b> out. A team wins when they reach the target total, e.g. 40.</p>

## 9. Assessment

In order to capture the full range and levels of competence, a variety of continuous assessment situations is needed in Junior Primary to give a complete picture of the learner's progress and achievements. Continuous assessment (CA) must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice.

The competencies in the syllabus state the understanding and skills a learner must demonstrate, and which will be assessed. However, it is intended that the syllabus be learning-driven, not assessment-driven.

### 9.1 Purpose of assessment

The purpose of CA is to elicit reliable and valid information of the learner's performance in the competencies. This information should be used to give feedback to the learners about their strengths and weaknesses, where they are doing well, and where and how they need to improve. Parents should be regularly informed about the progress of their children via a formal school report. They should be encouraged to reward achievements and support the learners' education.

Continuous assessment also helps teachers improve their teaching and provide a better learning experience for learners. The focus should be seen as assessment *for* learning rather than assessment *of* learning. We assess to get a reliable profile of each learner's achievement of the competencies in order to inform further teaching/learning, conduct learning support and evaluate our own teaching processes.

### 9.2 Types of assessment

**Informal assessment methods:** The teacher must assess how well each learner has mastered the competencies described in the mathematics syllabus and from this gain a picture of the learner's progress. To a large extent, this can be done in an informal way, through observation of each learner's progress in learning and practice situations while they are investigating, interpreting phenomena and data, applying knowledge, communicating, and making value judgements, and in their participation in general.

This means that we observe a learner's performance for assessment purposes as we teach, and record what we see. The teachers observe all the learners during the course of mathematics lessons. They notice who is paying attention and who is not, who is able to work independently, and who struggles when working on their own. By asking questions, they determine who has understood mathematical concepts and who has not. By monitoring activities, they can note who can complete the task and apply mathematical knowledge, and who cannot. The learners' participation, involvement and contributions to group work are also observed.

**Formal assessment methods:** This involves setting up assessment situations such as quizzes, short tests, oral tests and worksheets. Worksheets are very useful and can be presented either on the chalkboard or on paper. It is very important that teachers organise and plan in order to assess the learners and give marks which is then converted to ten (10).

The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in mathematics should be conducted within a part of a mathematics period and should be viewed as a usual mathematics activity.



### 9.3 Grade descriptors

The learner's level of achievement in relation to the competencies in the mathematics syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 1 to 3, letter grades are related to percentages. The relation between the grades awarded and competencies is shown below.

Grade	% Range	Competency descriptions
A	80%+	<b>Achieved competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved competencies very well.</b> The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	<b>Achieved competencies well.</b> The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	<b>Achieved competencies satisfactorily.</b> The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	<b>Achieved the minimum number of competencies to be considered competent.</b> The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	<b>Ungraded.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

### 9.4 Detailed guidelines for continuous assessment *(Details can be found in the Junior Primary National Policy Guide)*

Assessment must be part of the lesson planning and clear assessment criteria must be set. During lessons, and while learners are carrying out normal classroom activities, the teacher conducts informal and formal continuous assessments for all the various competencies and skills in all the subjects. In the Lower Primary phase, assessment is criterion-referenced. This means that when marks or letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies.

#### 9.4.1 Informal continuous assessment

Informal continuous assessment is conducted through careful observation and written notes. This means that while learners are engaged in lesson activities, the teacher records on class lists observations about achievements or difficulties. These notes or comments will guide future lesson planning, learning support requirements, and how to allocate marks for formal continuous assessment. It is not necessary to write a comment or note for every competency - a tick may be all that is needed to show that a learner has acquired a skill. However, written evidence is required when a learner is struggling and needs further support.

#### **9.4.2 Formal continuous assessment**

Formal continuous assessment is normally done after the conclusion of a theme or when a particular concept requires assessing before a new concept is introduced. Teachers may give several short written or oral tests or quizzes spread over the term. For these the teacher allocates marks.

During term teachers should record the continuous assessment marks on the formal continuous assessment class list. This assessment is to be done during normal classes. This means that NO Junior Primary learners in Grades 1 to 3 classes will have a "test week" or a "test timetable" during which learners study for tests.

At the end of the term the marks for each subject are added in the "Total" column. The "Average" is the sum of the "Total" marks divided by the number of formal assessments given, and the decimal fraction must be rounded off. For example, instead of writing 3.2 it should be 3. The mark averages should be transferred to the formal Continuous Assessment record form in appropriate columns. In this form, the teacher should calculate the total marks and indicate the percentages. The percentages should then be converted into letter grades as indicated in 10.3.

***Details on recording can be found in the Junior Primary Continuous Assessment Record Forms)***

## 10. Glossary

NB The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context

**Apparatus** – conventional physical education objects such as balls, hoops, bean bags and ropes

**Competencies** – measurable skills that are regarded as essential in order to perform a task or meet a standard

**Continuous assessment** - measurement of students' progress based on work they do within the classroom or tests/quizzes they take throughout the term or year, rather than on a single examination

**Cross-curricular issues** – matters concerning knowledge, skills, concepts and values that can be applied to more than one subject or area of learning

**Diversity** – ethnic variety, as well as **socio-economic** and gender variety, in a group, society, or institution

**Dribble** – the action of kicking or bouncing a ball several times

**Frontal axis** – an imaginary line passing horizontally through the body from side-to-side across the shoulders and chest

**Globalisation** – worldwide integration and development as a result of improved technology and communication; sometimes results in loss of individual cultural identities

**Hopscotch** – a game that involves jumping into a set of squares drawn on the ground

**Implements** – everyday objects such as sticks, planks of wood, bats, boxes, strips of material, shoes, tins and stones that can be used in physical education activities

**Inclusivity** – the act of including everybody

**Integrated** - a combination of parts or objects that work together well

**Learning standards** – written statements of what learners should know and be able to do as a result of their education at the end of a period of time, e.g. at the end of Junior Primary. They are also called “Content Standards”. Learning standards describe what teachers are supposed to teach and what learners are supposed to learn

**Longitudinal axis** – an imaginary line passing vertically through the body from head to foot

**Mainstream schools** – schools that principally meet the needs of learners who do not have special educational needs. Any school which is not a special school

**Prior knowledge** – knowledge that learners already have

**Sagittal axis** – an imaginary line passing horizontally through the body at the waist from the front to the rear

**School Readiness/Preparatory Programme** - a programme devised for Grade 1 Namibian learners in recognition that many learners have not acquired school readiness before they

start school. It is designed to help learners grasp those concepts and skills that are necessary for more formal learning

**Straddle standing** – standing with legs apart; to have one leg on either side of something

**Thematic Links** - connections to similar ideas or topics in other subject areas

**Trot** – the speed of a horse or other animal when it moves more quickly than walking but does not run; short quick steps



**The National Institute for Educational Development**

Private Bag 2034

Okahandja

NAMIBIA

**Telephone:** +64 62 509000

**Facsimile:** +64 62 509033

**E-mail:** [info@nied.edu.na](mailto:info@nied.edu.na)

**Website:** <http://www.nied.edu.na>

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