

# PHYSICAL HEALTH EDUCATION SCHEME OF WORK GRADE 5 TERM ONE

Wk	Ln	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref l
1	1	<b>GAMES AND SPORTS</b>	<b>Athletic truck Event:</b> Medium starts in sprints	By the end of the sub strands,the learner should be able to: a. explain the body alignment in Medium Sprint Start b. use drills to practice the Medium Sprint Start in races c. Appreciate the medium sprint start in starting sprint races in athletics.	Which are the safety considerations to observe when running the 50m?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the Medium Sprint Start demonstrate the body alignment in medium sprint start by running 50m and get feedback from the teacher  Practice the medium sprint start and use the provided checklist to give each other feedback  use drills to practice the medium sprint start	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	2		<b>Athletic truck Event:</b> Medium starts in sprints	By the end of the sub strands,the learner should be able to: a. use drills to practice the Medium Sprint Start in races b. play racing games using the Medium Sprint Start and observe safety c. Appreciate the medium sprint start in starting sprint races in athletics.	Which are the safety considerations to observe when running the 50m?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the Medium Sprint Start ce the medium sprint start and use the provided checklist to give each other feedback drills to practice the medium sprint start racing games using the medium sprint start and observe safety.	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	3		<b>Elongated start in races</b>	By the end of the sub strands,the learner should be able to: a. practice the body alignment in Elongated start in races for skill acquisition	How different is the Elongated start in races from the Medium Sprint Start?	The learner is guided individually or in groups to: use the digital devices to watch a video clip on the Elongated start in races	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	

				b. discuss the health benefits gained through participating in running c. enjoy starting races using the Elongated start		onstrate the body alignment in Elongated start in races and get feedback from the teacher  gated start and use provided checklist to give feedback to each other ills to practice the Elongated start in races	<ul style="list-style-type: none"> <li>Videos</li> <li>Resource person</li> </ul>		
	4		<b>Elongated start in races</b>	By the end of the sub strands, the learner should be able to: a. discuss the health benefits gained through participating in running b. use drills to practice the Elongated start in races c. enjoy starting races using the Elongated start d. Observe safety when performing Elongated start in races	How different is the Elongated start in races from the Medium Sprint Start?	the health benefits gained by participating in running <input type="checkbox"/> observe safety when performing the Elongated start in races <input type="checkbox"/> play racing games using the Elongated start in races for fun and enjoyment	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>Run through finish technique</b>	By the end of the sub strands, the learner should be able to: a. explain the 'Run through finish' technique in race to enhance learning b. practice the 'Run through finish' technique for skill acquisition c. observe safety when practicing the 'Run through finish' technique d. appreciate the 'Run through finish' technique in races for a good finish	Which other method can be used to finish a race?	The learner is guided individually or in groups to: trate the 'Run through finish' and get feedback from the teacher ce the 'Run through finish' in races and give each other feedback s to practice the 'Run through finish' in races racing games and use the 'Run through finish' and observe safety	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
2	1		<b>improvising the relay Baton</b>	By the end of the sub strands, the learner should be able to: a. identify and gather locally available materials for improvising the relay Baton b. observe safety when improvising the relay Baton to avoid injuries	Why is it important to improvise play items?	The learner is guided individually or in groups to: <input type="checkbox"/> learners interact with digital technology to find out the shape of a relay baton <input type="checkbox"/> learners identify and gather locally available materials that can be used to improvise durable relay batons	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	

				c. use improvised relay Baton to play games for fun and enjoyment		□ creatively improvise age appropriate relay Batons using correct measurements			
	2		<b>improvising the relay Baton</b>	By the end of the sub strands, the learner should be able to: a. creatively improvise age appropriate relay batons for use during relay races b. observe safety when improvising the relay Baton to avoid injuries c. use improvised relay Baton to play games for fun and enjoyment	Why is it important to improvise play items?	The learner is guided individually or in groups to: learners interact with digital technology to find out the shape of a relay baton rs identify and gather locally available materials that can be used to improvise durable relay batons □ creatively improvise age appropriate relay Batons using correct measurements	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	3		<b>improvising the relay Baton</b>	By the end of the sub strands, the learner should be able to: a. dispose waste after improvisation for environmental care b. observe safety when improvising the relay Baton to avoid injuries c. use improvised relay Baton to play games for fun and enjoyment	Why is it important to improvise play items?	□ clean the working area and dispose of waste appropriately games using improvised batons and observe safety	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	4		<b>Visual Baton exchange</b>	By the end of the sub strands, the learner should be able to: a. practice the visual baton change technique in relays for skill acquisition b. use drill to practice the visual baton change in relays c. display joy when appreciating in the relay races	How is relay baton change useful in daily life	The learner is guided individually or in groups to: act with technology to observe the visual baton change in relays Demonstrate the visual baton exchange technique in relays and get feedback from the teacher the provided checklist to give each other feedback when practicing the visual baton exchange technique Is to develop the visual baton change technique in relays	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>Visual Baton exchange</b>	By the end of the sub strands, the learner should be able to:	How is relay baton change useful in daily life	The learner is guided individually or in groups to:	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> </ul>	a) Observation checklists b) Portfolio	

				<ul style="list-style-type: none"> <li>a. practice the visual baton change technique in relays for skill acquisition</li> <li>b. use drill to practice the visual baton change in relays</li> <li>c. display joy when appreciating in the relay races</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Interact with technology to observe the visual baton change in relays</li> <li><input type="checkbox"/> Demonstrate the visual baton exchange technique in relays and get feedback from the teacher</li> <li><input type="checkbox"/> use the provided checklist to give each other feedback when practicing the visual baton exchange technique</li> <li><input type="checkbox"/> Use drills to develop the visual baton change technique in relays</li> </ul>	<ul style="list-style-type: none"> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	c) Progress reports	
3	1		<b>Visual Baton exchange</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. Creatively come up with drills to practice the visual baton change technique</li> <li>b. play games that involve visual baton change in relays and observe safety</li> <li>c. display joy when appreciating in the relay races</li> </ul>	How is relay baton change useful in daily life	<p>Creatively come up with own drills to practice the visual baton change technique</p> <p>actice the visual baton change technique and use provided checklist to give each other feedback</p> <p>ate in shuttle relays in small groups, and use visual baton exchange while observing safety</p>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	2		<b>Visual Baton exchange</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. Creatively come up with drills to practice the visual baton change technique</li> <li>b. play games that involve visual baton change in relays and observe safety</li> <li>c. display joy when appreciating in the relay races</li> </ul>	How is relay baton change useful in daily life	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creatively come up with own drills to practice the visual baton change technique</li> <li><input type="checkbox"/> practice the visual baton change technique and use provided checklist to give each other feedback</li> <li><input type="checkbox"/> Participate in shuttle relays in small groups, and use visual baton exchange while observing safety</li> </ul>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	3		<b>Hurdles Approach,</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. practice the Approach, Take off, Flight and hurdle clearance for skill acquisition</li> <li>b. discuss the safety considerations to observe</li> </ul>	<p>How can respect for classmates be demonstrated during hurdle events?</p> <p>How does participation in hurdle events enhance</p>	<p>The learner is guided individually or in groups to use digital devices and other sources of information to:</p> <p>out what hurdle events are and the distances covered.</p> <p>ch a video or videos on hurdle clearance</p>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

				<p>when performing the hurdle event</p> <p>c. enjoy participating in the hurdle races</p>	<p>fitness for an individual?</p>	<p>ve the foot placement over the hurdles when clearing</p> <p>strate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher</p> <p>proach, Take Off, Flight and Hurdle Clearance and give each other feedback</p> <p>ills to practice the Approach, Take Off and Flight and give each other feedback</p>			
	4		Take off,	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. practice the Approach, Take off, Flight and hurdle clearance for skill acquisition</p> <p>b. discuss the safety considerations to observe when performing the hurdle event</p> <p>c. enjoy participating in the hurdle races</p>	<p>How can respect for classmates be demonstrated during hurdle events?</p> <p>How does participation in hurdle events enhance fitness for an individual?</p>	<p>The learner is guided individually or in groups to use digital devices and other sources of information to:</p> <p><input type="checkbox"/> find out what hurdle events are and the distances covered.</p> <p><input type="checkbox"/> watch a video or videos on hurdle clearance</p> <p><input type="checkbox"/> observe the foot placement over the hurdles when clearing</p> <p><input type="checkbox"/> demonstrate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher</p> <p><input type="checkbox"/> practice the Approach, Take Off, Flight and Hurdle Clearance and give each other feedback</p> <p><input type="checkbox"/> use drills to practice the Approach, Take Off and Flight and give each other feedback</p>	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	5		Flight and hurdle clearance	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events</p> <p>b. creatively come up with own drills to practice the</p>	<p>How can respect for classmates be demonstrated during hurdle events?</p> <p>How does participation in hurdle events enhance fitness for an individual?</p>	<p>The learner is guided individually or in groups to use digital devices and other sources of information to:</p> <p>out what hurdle events are and the distances covered.</p> <p>ch a video or videos on hurdle clearance</p> <p>ve the foot placement over the hurdles when clearing</p>	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

				<p>Approach, take off, Flight and hurdle clearance</p> <p>c. discuss the safety considerations to observe when performing the hurdle event</p>		<p>strate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher</p> <p>proach, Take Off, Flight and Hurdle Clearance and give each other feedback</p> <p>ills to practice the Approach, Take Off and Flight and give each other feedback</p>			
4	1		<b>Flight and hurdle clearance</b>	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events</p> <p>b. creatively come up with own drills to practice the Approach, take off, Flight and hurdle clearance</p> <p>c. discuss the safety considerations to observe when performing the hurdle event</p>	<p>How can respect for classmates be demonstrated during hurdle events?</p> <p>How does participation in hurdle events enhance fitness for an individual?</p>	<p><input type="checkbox"/> creatively come up with drills to practice the Approach, Take Off, Flight and Hurdle Clearance</p> <p><input type="checkbox"/> use provided checklist to give each other feedback when practicing the Approach, Take Off, Flight and Hurdle Clearance</p> <p><input type="checkbox"/> practice the approach, take off, flight and hurdle clearance while focusing on: coordination, reaction time and speed</p> <p><input type="checkbox"/> play racing games over age appropriate hurdles and observe safety</p>	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	2		<b>Field Events: Long jump</b>	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. familiarize with the facility and the equipment for long jump</p> <p>b. identify the sections of the Long jump area to enhance skill development</p> <p>c. discuss the most appropriate locally available material for filling the long jump pit</p> <p>d. play games that involve jumping for fun and observe safety</p>	<p>Which locally available materials can be used to fill in, the long jump pit?</p>	<p>The learner is guided individually or in groups to:</p> <p>se provided sketches, pictures or use the digital media to watch images of the long jump facility and observe the take-off board the runway and the jumping pit</p> <p><input type="checkbox"/> discuss the most appropriate locally available material for filling the long jump pit</p> <p>lay games that involve jumping for fun and observe safety</p>	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	3		<b>Long jump technique</b>	<p>By the end of the sub strands, the learner should be able to:</p>	<p>1. How can skills in long jump be helpful in daily life?</p>	<p>The learner is guided individually or in groups to:</p>	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p>	

				a. practice the approach run, take off, flight and landing in long jump b. play games that enhance approach run, take off, flight and landing in long jump and observe safety c. appreciate Long jump as a sport	2. Why should an athlete take off from the take-off board during long jump?	<input type="checkbox"/> use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing <input type="checkbox"/> demonstrate the approach run, take off, flight and landing and get feedback from the teacher <input type="checkbox"/> Practice the approach run, take off, flight and landing give each other feedback	<ul style="list-style-type: none"> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	c) Progress reports	
	4		<b>Long jump technique</b>	By the end of the sub strands, the learner should be able to: a. practice the approach run, take off, flight and landing in long jump b. play games that enhance approach run, take off, flight and landing in long jump and observe safety c. appreciate Long jump as a sport	1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump?	The learner is guided individually or in groups to: use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing demonstrate the approach run, take off, flight and landing and get feedback from the teacher practice the approach run, take off, flight and landing give each other feedback	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>Long jump technique</b>	By the end of the sub strands, the learner should be able to: a. practice the approach run, take off, flight and landing in long jump b. play games that enhance approach run, take off, flight and landing in long jump and observe safety c. appreciate Long jump as a sport	1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump?	The learner is guided individually or in groups to: <input type="checkbox"/> use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing <input type="checkbox"/> demonstrate the approach run, take off, flight and landing and get feedback from the teacher <input type="checkbox"/> Practice the approach run, take off, flight and landing give each other feedback	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
5	1		<b>Long jump technique</b>	By the end of the sub strands, the learner should be able to: a. use drills to practice the approach run, take off,	1. How can skills in long jump be helpful in daily life? 2. Why should an	establish the running rhyme in long jump to establish the takeoff foot	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> </ul>	a) Observation checklists b) Portfolio	



				flight and landing in long jump b. establish the running rhyme in long jump for accurate stepping on the take-off board c. appreciate Long jump as a sport	athlete take off from the take-off board during long jump?	use provided checklist to give each other feedback when practicing the approach run, take off, flight and landing Observe the long jump rules when taking part in the long jump event <input type="checkbox"/> Play games for fund and enjoyment and observe safety appropriate drills to practice the approach run, take off, flight and landing	<ul style="list-style-type: none"> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	c) Progress reports	
	2		<b>Long jump technique</b>	By the end of the sub strands, the learner should be able to: a. use drills to practice the approach run, take off, flight and landing in long jump b. play games that enhance approach run, take off, flight and landing in long jump and observe safety c. appreciate Long jump as a sport	1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the take-off board during long jump?	<input type="checkbox"/> establish the running rhyme in long jump to establish the takeoff foot <input type="checkbox"/> use provided checklist to give each other feedback when practicing the approach run, take off, flight and landing <input type="checkbox"/> Observe the long jump rules when taking part in the long jump event <input type="checkbox"/> Play games for fund and enjoyment and observe safety <input type="checkbox"/> Use pppropriate drills to practice the approach run, take off, flight and landing	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	3		<b>Standing Discus</b>	By the end of the sub strands, the learner should be able to: a. familiarize with the facility, equipment and the sector in discus b. observe safety when improvising the discus c. play games that involve throwing for fun and observe safety	Which locally available materials can be used to make the discus?	The learner is guided individually or in groups to: use digital devices to watch video clips of the discuss facility, equipment and the sector use digital devices and other sources of information to find out o the shape of the discuss o the weight of the discus for their age _ learners identify and gather locally available materials that can be used to improvise a durable discuss _ creatively improvise an age appropriate discus	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	



	4		<b>Standing Discus</b>	By the end of the sub strands, the learner should be able to: a. familiarize with the facility, equipment and the sector in discus b. observe safety when improvising the discus c. play games that involve throwing for fun and observe safety	Which locally available materials can be used to make the discus?	The learner is guided individually or in groups to: <input type="checkbox"/> use digital devices to watch video clips of the discuss facility, equipment and the sector <input type="checkbox"/> use digital devices and other sources of information to find out o the shape of the discuss o the weight of the discus for their age <input type="checkbox"/> learners identify and gather locally available materials that can be used to improvise a durable discuss <input type="checkbox"/> creatively improvise an age appropriate discus	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>Standing Discus</b>	By the end of the sub strands, the learner should be able to: a. identify and gather locally available materials for improvising the discus b. observe safety when improvising the discus c. play games that involve throwing for fun and observe safety	Which locally available materials can be used to make the discus?	The learner is guided individually or in groups to: _ use digital devices to watch video clips of the discuss facility, equipment and the sector _ use digital devices and other sources of information to find out o the shape of the discuss o the weight of the discus for their age _ learners identify and gather locally available materials that can be used to improvise a durable discuss creatively improvise an age appropriate discus	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
6	1		<b>Standing Discus</b>	By the end of the sub strands, the learner should be able to: a. identify and gather locally available materials for improvising the discus b. observe safety when improvising the discus	Which locally available materials can be used to make the discus?	The learner is guided individually or in groups to: <input type="checkbox"/> use digital devices to watch video clips of the discuss facility, equipment and the sector <input type="checkbox"/> use digital devices and other sources of information to find out	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	

				c. play games that involve throwing for fun and observe safety		<ul style="list-style-type: none"><li>o the shape of the discuss</li><li>o the weight of the discus for their age</li><li><input type="checkbox"/> learners identify and gather locally available materials that can be used to improvise a durable discuss</li></ul>			
2		Standing Discus	By the end of the sub strands, the learner should be able to: a. creatively improvise age appropriate discuss b. dispose waste appropriately after improvising for environmental care c. observe safety when improvising the discus d. play games that involve throwing for fun and observe safety	Which locally available materials can be used to make the discus?	<ul style="list-style-type: none"><li><input type="checkbox"/> clean the working area and dispose waste appropriately</li><li><input type="checkbox"/> play games using improvised discus and observe safety</li><li>Play games involving discus throwing area and equipment for fun and enjoyment.</li><li><input type="checkbox"/> creatively improvise an age appropriate discus</li></ul>	<ul style="list-style-type: none"><li>• Field markers</li><li>• Open field</li><li>• Sports attire</li><li>• Lime</li><li>• Videos</li><li>• Resource person</li><li>• Required resources</li></ul>	a) Observation checklists b) Portfolio c) Progress reports		
3		Standing Discus	By the end of the sub strands, the learner should be able to: a. creatively improvise age appropriate discuss b. dispose waste appropriately after improvising for environmental care c. observe safety when improvising the discus d. play games that involve throwing for fun and observe safety	Which locally available materials can be used to make the discus?	<ul style="list-style-type: none"><li><input type="checkbox"/> clean the working area and dispose waste appropriately</li><li><input type="checkbox"/> play games using improvised discus and observe safety</li><li><input type="checkbox"/> Play games involving discus throwing area and equipment for fun and enjoyment.</li><li><input type="checkbox"/> creatively improvise an age appropriate discus</li></ul>	<ul style="list-style-type: none"><li>• Field markers</li><li>• Open field</li><li>• Sports attire</li><li>• Lime</li><li>• Videos</li><li>• Resource person</li><li>• Required resources</li></ul>	a) Observation checklists b) Portfolio c) Progress reports		
4		Standing discus technique	By the end of the sub strands, the learner should be able to: a. practice the stance, grip, swing, release and recovery in standing discuss b. apply rules when practicing the standing discus relates well with the team during practice c. Watch a video clip on standing discuss	1. Which is the best way to hold/grip the discus when taking a standing throw? 2. Which locally available materials can be used to make the discus?	The learner is guided individually or in groups to: <ul style="list-style-type: none"><li><input type="checkbox"/> use digital devices to watch a video clip on the standing discuss and observe the</li><li>o grip,</li><li>o swing,</li><li>o release and recovery</li><li>demonstrate the stance, grip, swing, release and recovery and get feedback from the teacher</li></ul>	<ul style="list-style-type: none"><li>• Field markers</li><li>• Open field</li><li>• Sports attire</li><li>• Lime</li><li>• Videos</li><li>• Resource person</li><li>• Required resources</li></ul>	a) Observation checklists b) Portfolio c) Progress reports		
5		Standing discus technique	By the end of the sub strands, the learner should be able to:	1. Which is the best way to hold/grip the		<ul style="list-style-type: none"><li>• Field markers</li><li>• Open field</li></ul>	a) Observation checklists		

				<ul style="list-style-type: none"> <li>a. practice the stance, grip, swing, release and recovery in standing discuss</li> <li>b. apply rules when practicing the standing discus relates well with the team during practice</li> <li>c. Watch a video clip on standing discuss</li> </ul>	<p>discus when taking a standing throw?</p> <p>2. Which locally available materials can be used to make the discus?</p>		<ul style="list-style-type: none"> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>b) Portfolio</p> <p>c) Progress reports</p>	
7	1		<b>Standing discus technique</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. use drills to practice the stance, grip, swing, release and recovery in standing discuss</li> <li>b. play throwing games using relay batons to practice the stance, grip, swing, release and recovery</li> <li>c. apply rules when practicing the standing discus relates well with the team during practice</li> </ul>	<p>1. Which is the best way to hold/grip the discus when taking a standing throw?</p> <p>2. Which locally available materials can be used to make the discus?</p>	<p>actice the standing discus and give each other feedback</p> <p><input type="checkbox"/> use drills to practice the stance, grip, swing, release and recovery</p> <p>use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety</p> <p>serve rules when participating in standing discuss</p>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	2		<b>Standing discus technique</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. use drills to practice the stance, grip, swing, release and recovery in standing discuss</li> <li>b. play throwing games using relay batons to practice the stance, grip, swing, release and recovery</li> <li>c. apply rules when practicing the standing discus relates well with the team during practice</li> </ul>	<p>1. Which is the best way to hold/grip the discus when taking a standing throw?</p> <p>2. Which locally available materials can be used to make the discus?</p>	<p><input type="checkbox"/> practice the standing discus and give each other feedback</p> <p><input type="checkbox"/> use drills to practice the stance, grip, swing, release and recovery</p> <p><input type="checkbox"/> use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety</p> <p><input type="checkbox"/> observe rules when participating in standing discuss</p>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	3		<b>Straddle and Straddle cross: Rope work</b>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. explain the term straddle as used in skipping rope</li> <li>b. practice the straddle and straddle cross for skill acquisition</li> </ul>	<p>What other combinations can be made in straddle?</p>	<p>The learner is guided individually or in groups to:</p> <p>ct with digital to observe the straddle</p> <p>tice the straddle and straddle cross and get feedback from the teacher</p> <p><input type="checkbox"/> practice the straddle while</p>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

				c. observe safety when practicing the straddle to avoid injuries d. play skipping games for fun and enjoyment		stationery, backwards forwards and with eyes closed alternate jumping rope with feet together and straddle ay skipping games with friends for fun and enjoyment	<ul style="list-style-type: none"> <li>Required resources</li> </ul>		
	4		<b>Straddle and Straddle cross:</b> Rope work	By the end of the sub strands, the learner should be able to: a. explain the term straddle as used in skipping rope b. practice the straddle and straddle cross for skill acquisition c. observe safety when practicing the straddle to avoid injuries d. initiate skipping games when with friends	What other combinations can be made in straddle?	The learner is guided individually or in groups to: <input type="checkbox"/> interact with digital to observe the straddle <input type="checkbox"/> practice the straddle and straddle cross and get feedback from the teacher <input type="checkbox"/> practice the straddle while stationery, backwards forwards and with eyes closed <input type="checkbox"/> alternate jumping rope with feet together and straddle <input type="checkbox"/> play skipping games with friends for fun and enjoyment	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>Skier</b>	By the end of the sub strands, the learner should be able to: a. explain the term skier as used in skipping rope b. practice the skier for skill acquisition c. observe safety when practicing the skier to avoid injuries d. play skipping games for enjoyment	Which skipping technique can be combined with skier?	The learner is guided individually or in groups to: ct with digital to observe the skier ice the skier and get feedback from the teacher ce the skier while stationery, backwards forwards and with eyes closed and enjoyment	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
8	1		<b>Skier</b>	By the end of the sub strands, the learner should be able to: a. explain the term skier as used in skipping rope b. practice the skier for skill acquisition c. observe safety when practicing the skier to avoid injuries d. play skipping games for enjoyment	Which skipping technique can be combined with skier?	The learner is guided individually or in groups to: <input type="checkbox"/> interact with digital to observe the skier <input type="checkbox"/> practice the skier and get feedback from the teacher <input type="checkbox"/> practice the skier while stationery, backwards forwards and with eyes closed <input type="checkbox"/> play games for fun and enjoyment	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	2		<b>Heels tap</b>	By the end of the sub strand the learner should be able to:	How does skipping contribute to good health?	The learner is guided individually and in groups to:	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> </ul>	a) Observation checklists b) Portfolio	

				<ul style="list-style-type: none"> <li>a. explain the term Heel taps as used in skipping rope</li> <li>b. practice Heel taps for skill acquisition</li> <li>c. observe safety when practicing the skier to avoid injuries</li> <li>d. play games for enjoyment</li> </ul>		<ul style="list-style-type: none"> <li>• interact with digital to observe the Heel taps</li> <li>• practice the Heel taps and get feedback from the teacher</li> <li>• practice the Heel taps while stationery, backwards forwards and with eyes closed</li> <li>□ play games for fun and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	c) Progress reports	
	3		<b>Heels tap</b>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. explain the term Heel taps as used in skipping rope</li> <li>b. practice Heel taps for skill acquisition</li> <li>c. observe safety when practicing the skier to avoid injuries</li> <li>d. play games for enjoyment</li> </ul>	How does skipping contribute to good health?	<p>The learner is guided individually and in groups to:</p> <ul style="list-style-type: none"> <li>□ interact with digital to observe the Heel taps</li> <li>□ practice the Heel taps and get feedback from the teacher</li> <li>□ practice the Heel taps while stationery, backwards forwards and with eyes closed</li> <li>□ play games for fun and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	4		<b>Soccer Passes:</b> Push pass	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. practice the push pass for skill acquisition</li> <li>b. use drills to practice the push pass for skill masterly</li> <li>c. appreciate the push pass as an essential skill when playing soccer</li> </ul>	Which is the direction of the supporting foot when taking the push pass	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <li>• use digital media to watch how a push pass is taken</li> <li>• demonstrate a push pass and get feedback from the teacher</li> <li>• receive the push pass and give each other feedback</li> <li>□ use drills to practice the push pass</li> <li>□ create own drills and practice the push pass</li> </ul>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	5		<b>Soccer Passes:</b> Push pass	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a. use drills to practice the push pass for skill masterly</li> <li>b. use the push pass in playing games and observe safety</li> <li>c. appreciate the push pass as an essential skill when playing soccer</li> </ul>	Which is the direction of the supporting foot when taking the push pass	<ul style="list-style-type: none"> <li>□ discuss the contribution of the ‘spirit of sports value</li> <li>• ‘Teamwork for good performance- use health or excellence</li> <li>□ use the push pass in playing games and observe safety</li> <li>□ appreciate the push pass as an essential skill when playing soccer</li> <li>□ create own drills and practice the push pass</li> </ul>	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

9	1		<b>Wall pass</b>	By the end of the sub strands, the learner should be able to: a. identify the position of the players when the wall pass is take b. practice the wall pass for skill acquisition c. play minor soccer games and use the wall pass while observing safety d. appreciate wall pass as necessary skill in soccer	1. How many players are involved in a wall pass? 2. Why does the referee award a wall pass?	The learner is guided individually or in groups to: taking of wall pass in soccer and observe the players position onstrate the wall pass and get feedback from the teacher ractice the wall pass the rules when taking the wall pass minor soccer games and use the wall pass safety while playing the minor soccer game	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	2		<b>Wall pass</b>	By the end of the sub strands, the learner should be able to: a. practice the wall pass for skill acquisition b. use drills to practice the wall pass for skill masterly c. play minor soccer games and use the wall pass while observing safety d. appreciate wall pass as necessary skill in soccer	1. How many players are involved in a wall pass? 2. Why does the referee award a wall pass?	The learner is guided individually or in groups to: taking of wall pass in soccer and observe the players position <input type="checkbox"/> demonstrate the wall pass and get feedback from the teacher <input type="checkbox"/> use drills to practice the wall pass <input type="checkbox"/> observe the rules when taking the wall pass <input type="checkbox"/> play minor soccer games and use the wall pass <input type="checkbox"/> observe safety while playing the minor soccer game	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	3		<b>Outside of the foot pass</b>	By the end of the sub strands, the learner should be able to: a. identify the part of the body called Outside of the foot for body awareness b. practice passing the ball using the Outside of the foot to enhance learning c. play modified soccer games for fun and enjoyment while observing safety	Which other parts of the body can be used to pass the ball in soccer?	The learner is guided individually or in groups to: ith technology to identify the part of the body called Outside of the foot ate passing the ball using the Outside of the foot and get feedback from the teacher 'spirit of sports value' fair play in competitions	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	



				d. Appreciate passing the ball using the Outside of the foot in soccer		ified soccer games for fun and enjoyment while observing safety ate passing the ball using the Outside of the foot in soccer			
	4		<b>Outside of the foot pass</b>	By the end of the sub strands, the learner should be able to: a. practice passing the ball using the Outside of the foot to enhance learning b. use drills to practice passing the ball using the Outside of the foot for skill masterly c. play modified soccer games for fun and enjoyment while observing safety d. Appreciate passing the ball using the Outside of the foot in soccer	Which other parts of the body can be used to pass the ball in soccer?	The learner is guided individually or in groups to: <input type="checkbox"/> demonstrate passing the ball using the Outside of the foot and get feedback from the teacher <input type="checkbox"/> use drills to practice passing the ball using the Outside of the foot for skill masterly <input type="checkbox"/> discuss the ‘spirit of sports value’ fair play in competitions <input type="checkbox"/> play modified soccer games for fun and enjoyment while observing safety <input type="checkbox"/> Appreciate passing the ball using the Outside of the foot in soccer	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
	5		<b>BATTING GAMES – SOFTBALL</b> Field, equipment and choosing bat	By the end of the sub strands, the learner should be able to: a. familiarize with the field and the equipment for different players in softball b. demonstrate the procedure for choosing the correct bat for a player c. differentiate between the catcher’s mitts and fielding gloves in softball	How can softball be polarized in primary schools in Kenya?	The learner is guided individually or in groups to: use digital devices or other sources of information to view the softball field and the equipment for different players demonstrate the procedure for choosing the correct bat and get feedback from the teacher use digital devices and other sources of information to differentiate between the catcher’s mitts and fielding gloves	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> <li>• Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	
10	1		<b>BATTING GAMES – SOFTBALL</b> Field, equipment and choosing bat	By the end of the sub strands, the learner should be able to: a. familiarize with the field and the equipment for different players in softball b. demonstrate the procedure for choosing the correct bat for a player	How can softball be polarized in primary schools in Kenya?	The learner is guided individually or in groups to: <input type="checkbox"/> use digital devices or other sources of information to view the softball field and the equipment for different players	<ul style="list-style-type: none"> <li>• Field markers</li> <li>• Open field</li> <li>• Sports attire</li> <li>• Lime</li> <li>• Videos</li> <li>• Resource person</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	

				c. differentiate between the catcher’s mitts and fielding gloves in softball		<input type="checkbox"/> demonstrate the procedure for choosing the correct bat and get feedback from the teacher <input type="checkbox"/> use digital devices and other sources of information to differentiate between the catcher’s mitts and fielding gloves	• Required resources		
2		Responsibilities and Qualities infielder	By the end of the sub strands, the learner should be able to: a. list the responsibilities of infield players for good defense b. outline the qualities of a good infielder for excellent play c. position the infield players in respective positions of play at the start of game d. play games for fun and enjoyment and observe safety	Which are the key positions that make up the infield players?	The learner is guided individually or in groups to interact with digital media to find out the:  players. – qualities of a good Infielder discuss the ‘Spirit of Sports Value ‘Character and Education d observe safety	• Field markers • Open field • Sports attire • Lime • Videos • Resource person • Required resources	a) Observation checklists b) Portfolio c) Progress reports		
3		Responsibilities and Qualities infielder	By the end of the sub strands, the learner should be able to: a. list the responsibilities of infield players for good defense b. outline the qualities of a good infielder for excellent play c. position the infield players in respective positions of play at the start of game d. play games for fun and enjoyment and observe safety	Which are the key positions that make up the infield players?	The learner is guided individually or in groups to interact with digital media to find out the: <input type="checkbox"/> Responsibilities of Infield players. <input type="checkbox"/> qualities of a good Infielder <input type="checkbox"/> discuss the ‘Spirit of Sports Value ‘Character and Education  safety	• Field markers • Open field • Sports attire • Lime • Videos • Resource person • Required resources	a) Observation checklists b) Portfolio c) Progress reports		
4		Responsibilities and Qualities Outfield player	By the end of the sub strands, the learner should be able to: a. list the responsibilities of Outfield players for good defense b. outline the qualities of a good Outfield player for excellent play	Which are the key positions that make up the Outfield players?	The learner is guided individually or in groups to interact with digital media to find out the:  players. – qualities of a good Infielder discuss the ‘Spirit of Sports Value	• Field markers • Open field • Sports attire • Lime • Videos • Resource person • Required resources	a) Observation checklists b) Portfolio c) Progress reports		

				c. position the Outfield players in respective positions of play at the start of game d. observe rules when playing softball for safety and fair play e. play modified softball for fun		‘Character and Education  safety			
	5		<b>Responsibilities and Qualities Outfield player</b>	By the end of the sub strands, the learner should be able to: a. list the responsibilities of Outfield players for good defense b. outline the qualities of a good Outfield player for excellent play c. position the Outfield players in respective positions of play at the start of game d. observe rules when playing softball for safety and fair play e. play modified softball for fun	Which are the key positions that make up the Outfield players?	The learner is guided individually or in groups to interact with digital media to find out the: <input type="checkbox"/> Responsibilities of Infield players. <input type="checkbox"/> qualities of a good Infielder <input type="checkbox"/> discuss the ‘Spirit of Sports Value ‘Character and Education  safety	<ul style="list-style-type: none"> <li>Field markers</li> <li>Open field</li> <li>Sports attire</li> <li>Lime</li> <li>Videos</li> <li>Resource person</li> <li>Required resources</li> </ul>	a) Observation checklists b) Portfolio c) Progress reports	