



MINISTRY OF PRIMARY AND SECONDARY EDUCATION

PHYSICAL EDUCATION, SPORT AND MASS DISPLAYS

JUNIOR (GRADE 3-7) SYLLABUS

(2015 - 2022)

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1.0 PREAMBLE

1.1 Introduction

This Physical Education, Sport and Mass Displays Syllabus is designed for Junior School Learners (Grade 3 to 7). It is designed to ensure access to a Physical Education, Sport and Mass Displays Curriculum regardless of gender, race, religion, handicap and learner's current level of participation. It also serves as a base on which to build the learner's enterprising skills.

The syllabus promotes the development of psychomotor skills and techniques as well as ensuring that learners develop physically, mentally, socially, emotionally and morally. Furthermore, learners gain aesthetic awareness. This Syllabus serves as a firm foundation for mastery of learning experiences and acts as a pathway for entry into Secondary Education Physical Education, Sport and Mass Display Studies.

Please Note: Safety is a pre-requisite for all Physical Education, Sport and Mass Displays activities.

1.2 Rationale

Physical Education, Sport and Mass Displays plays a leading role in the total development of the learner. It is the primary means through which learners acquire competencies such as knowledge, skills, right attitudes and values related to all learning areas in the curriculum for pursuit of a lifelong physically active and healthy lifestyle.

Junior School level Physical Education, Sport and Mass Displays learning area provides a platform for the transmission of competencies acquired at Infant level for application in amateur and professional sport.

1.3 Summary of Content

This syllabus covers theory and practical activities in the following study areas: Physical Education, Sport and Mass Displays. These study areas are detailed under the scope and sequence as well as competence matrix. Assessment procedures are explained at the end of this syllabus.

1.4 Assumptions

The syllabus assumes that learners:

- like physical activities such as rolling, throwing, catching, jumping and skipping
- enjoy manipulating objects
- enjoy playing in groups
- enjoy solving challenging problems
- adore playing with water
- respond to given stimuli
- are able to make use of Information and Communication Technology and e-learning tools

1.5 Cross-Cutting Themes

In order to foster competence development for further studies, life and work, the following cross-cutting priorities have to be taken into consideration in the teaching and learning of Physical Education, Sport and Mass Displays:

- Gender and Equality
- Equity
- Life and Enterprise Skills
- Children's Rights
- Disaster Risk Management and Environmental Issues
- Sexuality, HIV and AIDS
- Guidance and Counseling
- Information Communication Technology and e-learning tools
- Child Protection
- Heritage Studies
- Collaboration

2.0 PRESENTATION OF THE SYLLABUS

The Junior School Physical Education, Sport and Mass Displays Syllabus is in the form of one document. It is divided into 3 study areas which are further broken down into sub-topics. The content is set progressively from Grade 3 to 7. It also provides for both continuous and summative assessment.

3.0 AIMS

The syllabus aims to help learners:

- 3.1 develop an understanding of the implications and benefits of participation in physical activities through theory and practice
- 3.2 develop social values, attitudes and skills through participation in Physical Education, Sport and Mass Displays
- 3.3 acquire knowledge to become appreciative and informed participants or spectators in a wide range of physical activities
- 3.4 develop an appreciation of diverse cultural norms and values of Zimbabwean society
- 3.5 provide learners with a sense of fun, enjoyment and entertainment
- 3.6 develop a firm foundation for further studies in Physical Education, Sport and Mass Displays

4.0 SYLLABUS OBJECTIVES

By the end of the Junior School level, learners should:

- 4.1 demonstrate an appreciation of aesthetic value of physical activities
- 4.2 exhibit a sense of fair play, achievement and self-awareness
- 4.3 execute a wide range of aquatic skills
- 4.4 show competence in a variety of skills in different forms of physical activities
- 4.5 exhibit knowledge and understanding of different movement concepts in relation to a variety of physical activities
- 4.6 demonstrate knowledge and understanding of the structures and functions of the human body related to movement

- 4.7 apply knowledge and understanding of the social aspect of sport and leisure activities
- 4.8 exhibit social skills related to the cultural values of a Zimbabwean society
- 4.9 display and improve level of health and skill related fitness
- 4.10 apply principles and rules of safety in all physical activities

5.0 METHODOLOGY

5.1 Suggested Methodology

The methods suggested below overlap and are mutually supportive but not exhaustive. They enhance a natural exploration process.

Engagement of resource persons is encouraged.

- Demonstration
- Practice
- Discovery / guided discovery
- Problem solving
- Exploration
- Discussion
- Word games/puzzles
- Quizzes, poems and rhymes
- Telling and listening to stories
- Song and dance
- Role play, drama and animation
- Simulation and questioning
- Group projects
- Educational tours
- Command
- Reciprocal
- Task
- Information, Communication and Technology (ICT) tools

5.2 Time Allocation

Grade 3 to 7: 10 x 30 minutes periods per week

Learners need this time, for it is at this stage that they consolidate the basic Physical Education, Sport and Mass Displays skills. These skills lay a foundation for socialisation, team-work and collaboration which are the fundamental principles for participation in individual performance or team activities.

Study Area 2: Sport

Game Skills

- 5.1.5 Invasion Games
- 5.1.6 Net Games
- 5.1.7 Striking Games
- 5.1.8 Target and Combat Games
- 5.1.9 Adventure Games
- 5.1.10 Educational Gymnastics

6.0 TOPICS

Study Area 1: Physical Education

- 5.1.1 Human Body
- 5.1.2 Safety and Health
- 5.1.3 Aquatic skills
- 5.1.4 Kids athletics

Study Area 3: Mass Displays

- 5.1.11 Music
- 5.1.12 Background Art
- 5.1.13 Arena Acts

SCOPE AND SEQUENCE

STUDY AREA 1: PHYSICAL EDUCATION

TOPIC 1: HUMAN BODY

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Organs of the body	<ul style="list-style-type: none"> Humans have external and internal body parts 	<ul style="list-style-type: none"> Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> Humans have body parts that store and transport food 	<ul style="list-style-type: none"> Humans have external and internal parts with functions in storing and transporting food and air 	<ul style="list-style-type: none"> Humans have body parts that store and transport food, air and blood

TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Healthy living habits	<ul style="list-style-type: none"> Healthy living habits at home Health related-fitness: <ul style="list-style-type: none"> endurance strength flexibility body composition 	<ul style="list-style-type: none"> Healthy living habits at home and school Sport related fitness components 	<ul style="list-style-type: none"> Healthy living habits at home, school and community Safety precautions and rules in handling apparatus Warm up and cool down Diseases caused by lack of exercise 	<ul style="list-style-type: none"> Healthy living habits at home school and community Physical activity diary Diseases caused by lack of exercise, nutrition and poor sanitary conditions 	<ul style="list-style-type: none"> Healthy living life styles Healthy living projects Injury prevention and management
Safety	<ul style="list-style-type: none"> Safety rules for various environments Warm up and cool down 	<ul style="list-style-type: none"> Safety rules and precautions for various activities Safety rules when participating in physical activities Safety rules, storage and care of apparatus 	<ul style="list-style-type: none"> Safety when participating in physical activities Safety precautions and rules in handling apparatus Warm up and cool down 	<ul style="list-style-type: none"> Safety rules and regulations for various activities Injuries related to various physical activities 	<ul style="list-style-type: none"> Safety rules and precautions for various activities in different environments Safety rules, storage and care of apparatus

TOPIC 3: AQUATIC SKILLS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Water safety	<ul style="list-style-type: none"> Survival skills in and near water 	<ul style="list-style-type: none"> Survival skills in and near water 	<ul style="list-style-type: none"> Aquatic survival skills 	<ul style="list-style-type: none"> Survival techniques in water Water hazards 	<ul style="list-style-type: none"> Survival techniques in water Resuscitation techniques
Strokes	<ul style="list-style-type: none"> Arm and leg action Floating with or without aid Sub-merging Water treading Gliding Breathing 	<ul style="list-style-type: none"> Floating Water treading Gliding Sub-merging Arm and leg action at increased interval 	<ul style="list-style-type: none"> Entry into water Floating Gliding Submerging Turning Arm and leg action Front, back and breast stroke 	<ul style="list-style-type: none"> Front and back crawl techniques Breast stroke Entry into water Tumble turn 	<ul style="list-style-type: none"> Front, back crawl and butterfly strokes Entry into water

TOPIC 4: KIDS ATHLETICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Running	<ul style="list-style-type: none"> Progressive endurance race Slalom shuttle relays (running round obstacles) 	<ul style="list-style-type: none"> Bend running and obstacle clearing with varying speed Running over obstacles with varying speed 	<ul style="list-style-type: none"> 8 minutes endurance race Sprint-hurdle relays Bends formula 	<ul style="list-style-type: none"> Running techniques and tactics Running with obstacles 	<ul style="list-style-type: none"> Running tactics and techniques Running with obstacles
Jumping	<ul style="list-style-type: none"> Jumping with or without equipment 	<ul style="list-style-type: none"> Jumping with or without apparatus for distance and height 	<ul style="list-style-type: none"> Jumping for distance Jumping for height Jumping for height using a pole 	<ul style="list-style-type: none"> Horizontal and vertical jumping techniques Jumping using a pole over an obstacle 	<ul style="list-style-type: none"> Horizontal and vertical jumping techniques
Throwing	<ul style="list-style-type: none"> Front and backward throwing Kids Javelin throw Throwing over a barrier 	<ul style="list-style-type: none"> Standing throw Kids Javelin throw for distance and accuracy Throwing over a barrier for target 	<ul style="list-style-type: none"> Rotational throw for distance and accuracy Target throw over a barrier Teen javelin for height and distance 	<ul style="list-style-type: none"> Throwing techniques 	<ul style="list-style-type: none"> Throwing techniques

STUDY AREA 2: SPORT

GAME SKILLS

TOPIC 1: INVASION GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Space awareness	<ul style="list-style-type: none"> Open space Occupied space 	<ul style="list-style-type: none"> Space creation 	<ul style="list-style-type: none"> Defending, attacking in relation to time and speed 	<ul style="list-style-type: none"> Running into open space Covering open space Advantages and disadvantages of moving into open or closed space 	<ul style="list-style-type: none"> Defending and attacking as a team Formations
Positioning	<ul style="list-style-type: none"> Positioning within boundaries 	<ul style="list-style-type: none"> Positioning within boundaries and team-mates 	<ul style="list-style-type: none"> Positioning within boundaries, team-mates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries in relation to team-mates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries in relation to team-mates and opponents
Reaction	<ul style="list-style-type: none"> Reaction into open or occupied space 	<ul style="list-style-type: none"> Reaction in relation to movement 	<ul style="list-style-type: none"> Defensive roles Offensive roles 	<ul style="list-style-type: none"> Principles of attack and defense in relation to time 	<ul style="list-style-type: none"> Dislodging an opponent

TOPIC 2: TARGET AND COMBAT GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Aiming /Targeting	<ul style="list-style-type: none"> Target up to 15m Stationary targets 	<ul style="list-style-type: none"> Stationary and slow mobile target Target up to 25m distance 	<ul style="list-style-type: none"> Stationary and average mobile targets Target up to 35m distance 	<ul style="list-style-type: none"> Stationary and fast mobile target for height Target up to 40m distance 	<ul style="list-style-type: none"> Stationary and fast mobile targets for height Target up to 50m distance
Stance	<ul style="list-style-type: none"> Balance on the base of support Weight transfer and distribution 	<ul style="list-style-type: none"> Wide and narrow base Follow through 	<ul style="list-style-type: none"> Body orientation for movement 	<ul style="list-style-type: none"> Energy conversions over time 	<ul style="list-style-type: none"> Energy conversions and release Adjusting body position

TOPIC 3: NET GAMES

SUB-TOPIC	GRADE3	GRADE4	GRADE5	GRADE 6	GRADE 7
Strokes	<ul style="list-style-type: none"> Types of strokes 	<ul style="list-style-type: none"> Strokes for speed and direction 	<ul style="list-style-type: none"> Strokes for height, spin and distance 	<ul style="list-style-type: none"> Strokes for height, spin, distance and power 	<ul style="list-style-type: none"> Strokes for height, spin, distance and power in relation to time

TOPIC 4: STRIKING GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Grip	<ul style="list-style-type: none"> Correct handling of equipment 	<ul style="list-style-type: none"> Grip and stance 	<ul style="list-style-type: none"> Grip, stance and footwork 	<ul style="list-style-type: none"> Grip Stance Footwork 	<ul style="list-style-type: none"> Grip, stance, footwork, movement in striking for a distance
Striking	<ul style="list-style-type: none"> Forward drives from stationary position Forward drives from a mobile position 	<ul style="list-style-type: none"> Backward strokes or drives from a stationary position Backward strokes or drives from a mobile position 	<ul style="list-style-type: none"> Well timed backward or forward drives with reaction 	<ul style="list-style-type: none"> Backward or forward strokes (Footwork, coordination) 	<ul style="list-style-type: none"> Accurate backward and forward drive for space, distance and scoring

TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Outdoor activities	<ul style="list-style-type: none"> Course Marking Walking Orienteering 	<ul style="list-style-type: none"> Orienteering Walking steeper gradient 	<ul style="list-style-type: none"> Orienteering Mountaineering Animal riding for example horses, elephants and donkeys 	<ul style="list-style-type: none"> Orienteering Climbing and abseiling Cycling Water based activities 	<ul style="list-style-type: none"> Orienteering Water based activities Mountaineering and abseiling

TOPIC 6: EDUCATIONAL GYMNASTICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Locomotion	<ul style="list-style-type: none"> • Basic general balances and weight bearing movements • Moving creating shapes and formations • Balancing and weight transference in relation to apparatus • Balancing and creating enhanced shapes and formations 	<ul style="list-style-type: none"> • Basic general speed in movement using different body parts i.e. slow, medium and fast • Linking movements to develop sequences • Balancing and creating enhanced shapes and formations in movement such as light and heavy 	<ul style="list-style-type: none"> • Transference of weight using different body parts at different levels • Forceful movements • sequences in movements • Contrasting quick, light and heavy movements. 	<ul style="list-style-type: none"> • Increased range of movements through exploration 	<ul style="list-style-type: none"> • Improved more complex sequence of movements through practice and critical analysis

STUDY AREA 3: MASS DISPLAYS

TOPIC 1: MUSIC

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Background and performing music	<ul style="list-style-type: none"> Common play and dance songs Rhythm and stimuli 	<ul style="list-style-type: none"> Rhythm and stimuli Percussion band 	<ul style="list-style-type: none"> Percussion band and other musical instruments 	<ul style="list-style-type: none"> Use of instruments Band Recorded music 	<ul style="list-style-type: none"> Use of music

TOPIC 2: BACKGROUND ART

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Patterns and mounts	<ul style="list-style-type: none"> Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> Shapes, colours and symbols depicting themes 	<ul style="list-style-type: none"> Shapes, pictures, colours and symbols describing themes 	<ul style="list-style-type: none"> Shapes, pictures and symbols describing the themes on display mounted on sets of boards and books

TOPIC 3: ARENA ACTS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Movement and rhythm	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction without tempo 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction for play themes 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with tempo for play and traditional game themes 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with variations using educational themes 	<ul style="list-style-type: none"> Movement to cover space and direction Varying rhythms using complex themes
Choreography	<ul style="list-style-type: none"> Calculated movement into arena Rhythmic choreography according to theme being displayed. Calculated movement for exit 	<ul style="list-style-type: none"> Combine movement into arena with routines from play and sport themes 	<ul style="list-style-type: none"> Combine movement into arena with longer play, sport, traditional themes and physical exercises symbolizing play, sport and games 	<ul style="list-style-type: none"> Combined arena movements with physical exercises 	<ul style="list-style-type: none"> Combined arena movements with variations
Formations	<ul style="list-style-type: none"> Calculated movement from formation to formation 	<ul style="list-style-type: none"> Combine movement and choreography with linear and circular formations 	<ul style="list-style-type: none"> Formation symbolizing play, sport and games 	<ul style="list-style-type: none"> Combined movement and choreography used in play and games with shapes used in educational and contemporary themes 	<ul style="list-style-type: none"> Combined movement and choreography with complex formations

COMPETENCE MATRIX

GRADE 3

STUDY AREA 1: PHYSICAL EDUCATION

GRADE 3: TOPIC 1: HUMAN BODY

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> Name external and internal body parts distinguish external and internal body parts discuss ways of caring for different body parts 	<ul style="list-style-type: none"> Humans have external and internal body parts. 	<ul style="list-style-type: none"> Identifying and naming external and internal parts of the human body Drawing and labelling parts of the human body Moulding the human body Playing the touch game of own body Completing a classification table of the human body parts Dramatising ways of caring for different body parts Discussing and demonstrating care of body parts Completing crossword puzzle Playing jig-saw puzzle games Discussing the norms and values related to body parts 	<ul style="list-style-type: none"> Manipulative and block play area Charts Dolls Mirrors Pictures Puzzles Clay and play dough Crayons Books Paper glue Magazines Papier-mache Electronic gadgets

GRADE 3: TOPIC 2: SAFETY AND HEALTH

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Healthy living habits	<ul style="list-style-type: none"> describe healthy living habits at home state the health-related elements of fitness describe activities used to develop health-related elements of fitness perform activities used to develop health-related elements of fitness 	<ul style="list-style-type: none"> Healthy living habits at home <ul style="list-style-type: none"> Healthy-related fitness: endurance strength flexibility body composition 	<ul style="list-style-type: none"> Identifying and discussing physically exerting activities at home Jogging, rope skipping, walking, cycling, dancing, playing different games Tug of war, swinging on playground equipment, tree climbing, sit-ups, press-ups, static and dynamic stretches Sit and reach test, 1 mile run, beep test, push up test, sit up test, bend arm hang test 	<ul style="list-style-type: none"> Running track Ropes Balls Horizontal bars Improvised free weights Resistance bands Stop watches Whistles Weighing scales Heart rate monitors Local environment
Safety	<ul style="list-style-type: none"> outline safety rules in different environments state the importance of warm up and cool down 	<ul style="list-style-type: none"> Safety rules for various environments Warm up and cool down 	<ul style="list-style-type: none"> role playing playing mini games discussing in groups 	<ul style="list-style-type: none"> work cards pictures posters ICT tools whistles

GRADE 3: TOPIC 3: AQUATIC SKILLS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	<ul style="list-style-type: none"> display knowledge of water safety in and near water bodies execute safe entry into different water bodies 	<ul style="list-style-type: none"> Survival skills in and near water 	<ul style="list-style-type: none"> identify sources of water storage list uses of water demonstrating water activities such as wading dramatizing safety measures in storing water calling for attention games (help calls) 	<ul style="list-style-type: none"> Charts Goggles Pictures of water bodies Floater Tyre tubes Ropes Life buoys Whistle Electronic gadgets Plastic water containers Hoops
Strokes	<ul style="list-style-type: none"> float with or without aid propel in water glide off the wall execute elementary front and back crawl actions 	<ul style="list-style-type: none"> floating with or without aid sub-merging water treading arm and leg action gliding breathing 	<ul style="list-style-type: none"> retrieving objects under water running water races pushing off the wall for distance practising aqua aerobics synchronizing arm and leg action in water 	<ul style="list-style-type: none"> Charts Goggles Pictures of water bodies Floater Tyre tubes Rubber balls Ropes Life buoys Whistle Electronic gadgets Plastic water containers Hoops

GRADE 3: TOPIC 4: KIDS ATHLETICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running	<ul style="list-style-type: none"> demonstrate progressive endurance levels in 5 minutes demonstrate swift running action execute the ladder running event perform slalom, shuttle relays carrying baton show smooth exchange of baton 	<ul style="list-style-type: none"> Progressive endurance race Slalom shuttle relays (running round obstacles) 	<ul style="list-style-type: none"> running continuously within a marked area running progressively as a team running through all set obstacles sprinting and exchanging batons Formula One (running, slalom, hurdles, forward rows, 60-80 meters) video watching of different events 	<ul style="list-style-type: none"> Cones Relay batons Obstacles for Slalom (broom sticks can be used) Flags and flag Poles Mats Mini hurdles Ladder ICT tools
Jumping	<ul style="list-style-type: none"> demonstrate horizontal and vertical jumping execute jumping skills using equipment jump from a stationary position execute well-coordinated jumps 	<ul style="list-style-type: none"> Jumping with or without equipment 	<ul style="list-style-type: none"> forward squat jumps cross-hop (15 seconds each) double foot jumps on the ground or mat rope skipping (15 seconds each) jumping for distance jumping while counting for scores pole jumping standing jumps participating in related games 	<ul style="list-style-type: none"> Tape measure Cones Stop watch Wooden pole Marked mats Rope Improvised equipment ICT tools
Throwing	<ul style="list-style-type: none"> execute front and backward throws with both hands demonstrate javelin throws in any direction release the implement and throw within marked area throw implements over an erected barrier 	<ul style="list-style-type: none"> Front and backward throwing Kids Javelin throw Throwing over a barrier 	<ul style="list-style-type: none"> front and backward throws of different objects with both hands under arm throwing knee throwing target throwing practising kids javelin 	<ul style="list-style-type: none"> Balls Medicine balls Tape measure Cones Mats ICT tools

STUDY AREA 2: SPORT

GRADE 3: TOPIC 1: INVASION GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Space Awareness	<ul style="list-style-type: none"> demonstrate moving into open space execute movements into occupied space 	<ul style="list-style-type: none"> open space occupied space 	<ul style="list-style-type: none"> moving freely to create space moving and dislodging an opponent moving freely into occupied spaces 	<ul style="list-style-type: none"> Balls Cones Whistles Chess equipment
Positioning	<ul style="list-style-type: none"> demonstrate positioning within boundaries 	<ul style="list-style-type: none"> positioning within boundaries 	<ul style="list-style-type: none"> running freely into a marked area to occupy space positioning within boundaries 	<ul style="list-style-type: none"> Cones Masking tape whistle
Reaction	<ul style="list-style-type: none"> demonstrate reaction into open or occupied space 	<ul style="list-style-type: none"> Reaction into open or occupied space 	<ul style="list-style-type: none"> Playing games such as tug games and ;hwai-hwai Passing the ball Dribbling the ball 	<ul style="list-style-type: none"> Songs and rhythm Whistle Bibs Balls cones

GRADE 3: TOPIC 2: TARGET AND COMBAT GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Aiming/ Target	<ul style="list-style-type: none"> aim at stationary targets using different objects within 15m distances from a standing position aim at stationary targets using different objects within 15m distance after a short run up 	<ul style="list-style-type: none"> Target up to 15m Stationary targets 	<ul style="list-style-type: none"> aiming at big and small stationary targets with different objects within 15m distance from a standing position bouncing balls to hit targets on the walls throwing objects of different shapes into open buckets or rings throwing objects over high obstacles to hit a given target using the back throw and overhead throw 	<ul style="list-style-type: none"> Balls Mats Gliding objects Buckets Rings Tyres Round objects
Stance	<ul style="list-style-type: none"> lower centre of gravity to gain more balance when playing games follow through when playing target games 	<ul style="list-style-type: none"> balance on the base of support weight transfer and distribution 	<ul style="list-style-type: none"> practising lowering centre of gravity playing a pushing games in pairs practising stance used in marshal arts games playing a variety of throwing and target games in relation to stance and follow through 	<ul style="list-style-type: none"> Balls Bin bags Wickets Mats

GRADE 3: TOPIC 3: NET GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Strokes	<ul style="list-style-type: none"> demonstrate the correct posture when performing strokes in a given game perform small activities demonstrating strokes distinguish the strokes depending on the game they are playing 	<ul style="list-style-type: none"> Types of strokes 	<ul style="list-style-type: none"> Throwing given implements showing correct posture when playing a named game Playing a game of throwing objects with proper handling of an implement Running in turns in the correct posture of the game skill Handling a given object properly and releasing it correctly Demonstrating skills for particular games Picking and throwing objects to a specified distance and height of net 	<ul style="list-style-type: none"> Balls Models of racquets Charts with pictures <p>Hard surfaces</p> <ul style="list-style-type: none"> Containers to put balls Whistle

GRADE 3: TOPIC 4: STRIKING GAMES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	<ul style="list-style-type: none"> demonstrate the correct equipment grip state the dangers of failing to handle equipment correctly 	<ul style="list-style-type: none"> Correct handling of equipment 	<ul style="list-style-type: none"> Gripping sticks, bats with fingers and thumbs wrapped around the handle Forming the v-shape and figure 9 Demonstrating the sponge or bird grip concept (not too tight not too loose) 	<ul style="list-style-type: none"> Tennis racquets Bats sticks, T-stand Tennis balls
Striking	<ul style="list-style-type: none"> hit the ball past a set point hit a ball off a tee using correct hitting form and grip 	<ul style="list-style-type: none"> Forward drives from stationary position Forward drives from a mobile position 	<ul style="list-style-type: none"> Demonstrating correct form (stand with feet apart, shift weight backward and forward swing, contact and follow through) Striking a ball towards a target with fore hand movement pattern Watching a video of the correct strike 	<ul style="list-style-type: none"> Tennis racquets Bats Sticks, T-stand Tennis balls

GRADE 3: TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Camping	<ul style="list-style-type: none"> follow a marked route locate points through map reading 	<ul style="list-style-type: none"> Course Marking Walking Orienteering 	<ul style="list-style-type: none"> Walking along a marked route Find hidden objects within the school yard Finding hidden objects in the classroom Find objects in a marked area with instructions given Playing puzzle games e.g. snake and ladders 	<ul style="list-style-type: none"> Maps Skittles Cones Markers Puzzles Ladders Objects to hide

GRADE 3: TOPIC 6: EDUCATIONAL GYMNASTICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> perform different movements using different body parts 	<ul style="list-style-type: none"> basic general balances and weight bearing movements moving creating shapes and formations balancing and weight transference in relation to apparatus balancing and creating enhanced shapes and formations 	<ul style="list-style-type: none"> forming body shapes, long or short, wide or narrow, symmetrical or asymmetrical while moving moving to show a number of body parts involved in the movements and used as body support such as 1, 2 or 3 points transferring of body weight from one body part to another as in leaping and rolling matching balances(linked balances in pairs or groups as weight is transferred) 	<ul style="list-style-type: none"> Gymnastic mats Skittles Cones Hula hoops Sticks Ropes
Space awareness	<ul style="list-style-type: none"> link movements with control to show changes in direction, level, speed and tension 	<ul style="list-style-type: none"> general directions in movement e.g. straight, zigzag, circular, forward, backwards, upwards and downwards levels of the body to the floor or apparatus(low, medium and high) 	<ul style="list-style-type: none"> using different body parts to show levels, directions, speed and tension in movement moving in relation to apparatus or without apparatus to show levels and directions moving into balances and shapes as space is explored 	<ul style="list-style-type: none"> Educational Gymnastic Mats Skittles Or Cones Ropes Benches Sticks Hula Hoops

STUDY AREA 3: MASS DISPLAY

GRADE 3: TOPIC 1: MUSIC

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Background and performing music	<ul style="list-style-type: none"> • sing common play and dance songs • beat rhythmical sounds on drums 	<ul style="list-style-type: none"> • Common play and dance songs • Rhythm and stimuli 	<ul style="list-style-type: none"> • singing common songs • dancing to common songs • responding to stimuli • playing drums 	<ul style="list-style-type: none"> • drums • organ • jingles • whistle • rattles • shakers

GRADE 3: TOPIC 2: BACKGROUND ART

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Patterns and mounts	<ul style="list-style-type: none"> • print alphabetical letters • draw pictures related to portrayed themes on banners 	<ul style="list-style-type: none"> • Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> • Printing letters • Drawing pictures • Displaying letters and pictures related to given themes 	<ul style="list-style-type: none"> • Paint • Brushes • Canvas • Cards • Bibs

GRADE 3: TOPIC 3: ARENA ACTS

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Movement and rhythm	<ul style="list-style-type: none"> • move from point A to B using background music without following tempo • move from one formation to another with rhythm • perform choreography according to time 	<ul style="list-style-type: none"> • Rhythmic movement to cover space and direction without tempo 	<ul style="list-style-type: none"> • marching • hopping • jumping • skipping • clapping 	<ul style="list-style-type: none"> • Drums • Band • Pre-Recorded music • Whistle • Dumb-bells • Shakers
Choreography	<ul style="list-style-type: none"> • perform physical exercises to rhythm • perform physical exercises using apparatus 	<ul style="list-style-type: none"> • calculated movement into arena • rhythmic choreography according to theme being displayed • calculated movement for exit 	<ul style="list-style-type: none"> • skipping • marching • spinning apparatus • calisthenics • working on prescribed apparatus 	<ul style="list-style-type: none"> • Hula hoops • Ropes • Flowers • Sticks • Mats • Drums • Bands • ICT tools
Formations	<ul style="list-style-type: none"> • change from one formation to another • enter into exit formation 	<ul style="list-style-type: none"> • calculated movement from formation to formation 	<ul style="list-style-type: none"> • hopping • marching 	<ul style="list-style-type: none"> • Music sources • ICT tools

STUDY AREA 1: PHYSICAL EDUCATION **GRADE 4**

GRADE 4: TOPIC 1: HUMAN BODY

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> • Classify external and internal body parts • outline the functions of external and internal body parts 	<ul style="list-style-type: none"> • Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> • Listing and classifying external and internal parts of the human body • Drawing and labeling the human body parts • Role playing functions of the body parts related to physical activities • Completing crossword puzzle • Playing jig-saw puzzle games • Identifying the norms and values related to the functions of body parts • Discussing functions of body parts 	<ul style="list-style-type: none"> • Pictures • Charts • Models • Puzzles • Crayons • Paper glue • Magazines • Papier-mâché • Electronic gadgets • Beads • Puppets

GRADE 4: TOPIC 2: SAFETY AND HEALTH

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Health living habits	<ul style="list-style-type: none"> • describe healthy living habits at home and school • state the sport related elements of fitness • perform activities used to develop sport related elements of fitness 	<ul style="list-style-type: none"> • Healthy living habits at home and school • Sport related fitness components 	<ul style="list-style-type: none"> • Playing games • Discussing the importance of taking part in household chores • Distinguishing between bad and good food • Carrying out sports fitness tests and activities • Identifying elements of sport related fitness 	<ul style="list-style-type: none"> • Speed ladders • Batons • Hurdles • Cones • Whistles • Stop watches • Measuring instruments • ICT tools
Safety	<ul style="list-style-type: none"> • identify appropriate attire for various activities • demonstrate warm up and cool down activities • describe safe ways of using, storing and caring for equipment 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities • Safety rules when participating in physical activities • Safety rules when using storing and caring for apparatus 	<ul style="list-style-type: none"> • Describing correct attire for various activities • Discussing the importance of appropriate attire • Demonstrating warm up and cool down activities • Dramatizing situations that require the application of safety rules and precautions • Role playing the correct use, storage and care of equipment /apparatus 	<ul style="list-style-type: none"> • Sports kits • Apparatus • Job cards • ICT gadgets • Pictures • Magazines • Posters • Whistles

GRADE 4: TOPIC 3: AQUATIC SKILLS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	<ul style="list-style-type: none"> Identify local water hazards Practise dry land resuscitation procedures 	<ul style="list-style-type: none"> Survival skills in and near water 	<ul style="list-style-type: none"> Throwing and catching games Floating Pulling Dramatizing rescue Entering water bodies (no diving) Identifying water hazards Playing games Practising water breaks 	<ul style="list-style-type: none"> Charts Goggles Pictures of water bodies Floaters Coins Tyre tubes Rubber balls Ropes Lifebuoys Whistle Broom sticks Electronic gadgets Plastic water containers Hoops
Strokes	<ul style="list-style-type: none"> Executive correct arm and leg movement in front back and breast stroke. 	<ul style="list-style-type: none"> Floating Treading in water Gliding Submerging arm and leg action at increased intervals 	<ul style="list-style-type: none"> Picking objects under water Synchronising for arm action only with lifebuoy Synchronising for leg movement only with floaters Floating board for leg movement and water games Combining leg and arm movement Submerging in water 	<ul style="list-style-type: none"> Charts Goggles Pictures of water Bodies Floaters Tyre tubes Lifebuoys Whistle Electronic Gadgets Plastic water containers Hoops

GRADE 4: TOPIC 4: KIDS ATHLETICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running	<ul style="list-style-type: none"> run smoothly through bends at a constant pace demonstrate obstacle clearing with speed demonstrate appropriate running mechanics 	<ul style="list-style-type: none"> Bend running and obstacle clearance with varying speed Running over obstacles with speed at varying speed 	<ul style="list-style-type: none"> curve or bend running in different directions within a marked arena running through obstacles and clear without speed reduction running mechanics sprinting hurdling, slaloming shuttle relay 	<ul style="list-style-type: none"> Cones Batons Obstacles Mini hurdles
Jumping	<ul style="list-style-type: none"> execute horizontal and vertical jumps jump using equipment or apparatus leap forward and carrying own weight jump from stationary position jumping for distance from a 5m run up and land on both feet 	<ul style="list-style-type: none"> Jumping with or without apparatus for distance and height 	<ul style="list-style-type: none"> executing the forward, horizontal and vertical jumps leaping for distance hopping pole jumping on mats standing jumps single and double take off jumps watching a video of different jumping events 	<ul style="list-style-type: none"> Tape measure Cones Stop watch Wooden pole Marked mats Skipping rope Improvised equipment to jump over
Throwing	<ul style="list-style-type: none"> execute accurate rotational throws handle the kids javelin correctly throw for distance and accuracy throw the javelin over a barrier within the marked area 	<ul style="list-style-type: none"> standing throw Rotational throwing for accuracy Kids Javelin throw for distance and accuracy Throwing over a barrier 	<ul style="list-style-type: none"> under arm throwing over arm throwing knee throwing target throwing (from a 5meter distance) 	<ul style="list-style-type: none"> Cones Stop watch Wooden pole Marked mats Skipping rope Improvised equipment Javelin

STUDY AREA 2: SPORT

GRADE 4: TOPIC 1: INVASION GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Space Awareness	<ul style="list-style-type: none"> execute movement into space 	<ul style="list-style-type: none"> Space creation 	<ul style="list-style-type: none"> running freely to create space without ball running freely into space with ball making dodging movements doing zig-zag runs 	<ul style="list-style-type: none"> Balls Chase equipment Bibs Cones Whistle
Positioning	<ul style="list-style-type: none"> demonstrate proper positioning within boundaries 	<ul style="list-style-type: none"> Positioning within boundaries and team mates 	<ul style="list-style-type: none"> executing individual positioning positioning with partner within boundaries playing mini games 	<ul style="list-style-type: none"> Cones Whistle Manipulative and block play areas
Reaction	<ul style="list-style-type: none"> demonstrate reaction into open or occupied space 	<ul style="list-style-type: none"> Reaction in relation to movement 	<ul style="list-style-type: none"> Playing games like touch and pass Passing the ball Dribbling the ball Dodging an opponent 	<ul style="list-style-type: none"> Balls Whistle Bibs Cones

GRADE 4: TOPIC 2: TARGET AND COMBAT GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Aiming/ Target	<ul style="list-style-type: none"> • aim at stationary targets using objects of different sizes and shapes • aim at slow mobile targets from within 25m distances using objects of different sizes and shapes from a stationary position or after a short run up • bounce balls of different sizes from within 25m distance to hit a stationary or slow mobile target 	<ul style="list-style-type: none"> • Stationary and slow mobile targets • Target up to 25m distance 	<ul style="list-style-type: none"> • Aiming at stationary targets using different objects from within 25m distance from a stationary position • Aiming objects of different shapes and sizes at slow mobile targets from within 25m distance from a stationary position or after a short run up • Bouncing balls to hit a slow mobile target • Throwing balls of different sizes into slow mobile rings from a standing position or after a short run up • Throwing objects towards targets using the overhead and back throws • Overhead and over arm throwing • Throwing games 	<ul style="list-style-type: none"> • Balls • Mats • Hula hoops • Skittles and cones • Tyres • Rings • Bin bags • Gliding objects
Stance	<ul style="list-style-type: none"> • form narrow and wide bases for balance • balance on wide or narrow surfaces of the body • transfer weight from one body part to another as they execute a skill • follow through when aiming at targets 	<ul style="list-style-type: none"> • Wide and narrow base • Follow through 	<ul style="list-style-type: none"> • Forming narrow and wide bases • Performing different target activities which require learners to follow through after the execution of a skill • Identifying wide and narrow bases • Transferring weight from one body part to another as they execute different skills 	<ul style="list-style-type: none"> • Mats • Balls • Bats • Rackets • Whistle

GRADE 4: TOPIC 3: NET GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Strokes	<ul style="list-style-type: none"> Strike an implement for speed and direction Strike and implement to a given target Perform activities which enhance speed of the implements 	<ul style="list-style-type: none"> Strokes for speed and direction 	<ul style="list-style-type: none"> General and specific exercises Conditioning exercises for the legs Throwing heavy plastic balls Striking balls to a given target Aiming at a target Adding power to the implement for it to go fast 	<ul style="list-style-type: none"> Balls Medicine Balls Racquets Cones Bats

GRADE 4: TOPIC 4: STRIKING GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	<ul style="list-style-type: none"> Describe the proper hand and finger position when gripping and striking a ball Demonstrate the correct stance when striking 	<ul style="list-style-type: none"> Grip and stance 	<ul style="list-style-type: none"> Gripping from the fingers Striking a ball with racquet continuously Practicing standing on balls of feet with weight evenly distributed Demonstrating the flexion of the wrists Hitting the ball from a standing position 	<ul style="list-style-type: none"> Tennis racquet Bats Sticks T-stand Tennis balls
Striking	<ul style="list-style-type: none"> Demonstrate backward stroke Identify different points of contact when striking a ball 	<ul style="list-style-type: none"> Backward strokes or drives from a stationary position Backwards strokes or drives from a mobile position 	<ul style="list-style-type: none"> Demonstrating eye object relationship, stepping, swing, weight transfer to front foot and follow through Striking a ball using correct grip and side orientation Striking a ball upward and forward 	<ul style="list-style-type: none"> Balls Bats Tees

GRADE 4: TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Outdoor activities	<ul style="list-style-type: none"> ascend and descend various gradients 	<ul style="list-style-type: none"> Orienteering Walking steeper gradient 	<ul style="list-style-type: none"> Walking up and down various gradients Finding a treasure hidden somewhere Pitching of tent Tying of different knots Storytelling and listening Cookouts Lighting fire 	<ul style="list-style-type: none"> Maps Skittles Cones Markers Reading cards Tent Sleeping bags Water containers Tires Compass

GRADE 4: TOPIC 6: EDUCATIONAL GYMNASTICS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> execute movements to demonstrate speed, flow and weight factors of movement 	<ul style="list-style-type: none"> basic general speed in movement using different body parts such as slow, medium and fast linking movements to develop sequences balancing and creating enhanced shapes and formations in movement such as light and heavy 	<ul style="list-style-type: none"> transferring weight using feet at different speeds transferring weight using feet and hands practising different types of rolling to transfer weight to show flow of movement such as forward and backward rolling rolling into balances e.g. 1, 2 or 3 point balance practising linked balances in pairs or small groups to show body shapes 	<ul style="list-style-type: none"> Gymnastics Mats Skittles And Cones Hula Hoops Sticks Ropes

STUDY AREA 3: MASS DISPLAYS

GRADE 4: TOPIC 1: MUSIC

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Background and performing music	<ul style="list-style-type: none"> play percussion instruments 	<ul style="list-style-type: none"> Rhythm and stimuli Percussion band 	<ul style="list-style-type: none"> Drills in playing percussion instruments 	<ul style="list-style-type: none"> Percussion instruments

TOPIC 2: BACKGROUND ART

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Patterns and mounts	<ul style="list-style-type: none"> write letters and draw pictures related to portrayed themes on banners 	<ul style="list-style-type: none"> Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> Printing Drawing Colouring 	<ul style="list-style-type: none"> Paint Brushes Canvas Cards Bibs Books ICT tools

GRADE 4: TOPIC 3: ARENA ACTS

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Movement and rhythm	<ul style="list-style-type: none"> • enter arena using calculated rhythm • move from point A to point B using movement related to play themes 	Rhythmic movement to cover space, rhythm and direction for play themes	<ul style="list-style-type: none"> • Marching • Skipping • Rolling • Shuffling at various speeds 	<ul style="list-style-type: none"> • Music sources • Drums • ICT tools
Choreography	<ul style="list-style-type: none"> • perform routines depicting play and sport 	<ul style="list-style-type: none"> • Combine movement into arena with routines from play and sport themes 	<ul style="list-style-type: none"> • Performing physical activities with relevant apparatus • Performing calisthenics • Playing in formations • Demonstrating cartwheels 	<ul style="list-style-type: none"> • Music sources • Apparatus appropriate to theme • Drums • ICT tools
Formations	<ul style="list-style-type: none"> • display through formations that depict play and sport themes 	<ul style="list-style-type: none"> • Combine movement and choreography with linear and circular formations 	<ul style="list-style-type: none"> • Hopping • Rolling • Crawling • Marching • Shuffling 	<ul style="list-style-type: none"> • Music Appropriate to the Theme • Drums

STUDY AREA 1: PHYSICAL EDUCATION **GRADE 5**

GRADE 5: TOPIC 1: HUMAN BODY

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> identify body parts that store and transport food explain the process of storing and transporting food 	<ul style="list-style-type: none"> Humans have body parts that store and transport food 	<ul style="list-style-type: none"> Identifying pictorials of body parts that store and transport food Completing crossword puzzles Playing jigsaw puzzle games Role playing functions of body parts in transporting and storing of food Telling and listening to folktales 	<ul style="list-style-type: none"> Pictures Charts Puzzles Paper glue and Beads Magazines Paper-mâché Electronic gadgets Models and Puppets

GRADE 5: TOPIC 2: SAFETY AND HEALTH

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Healthy living habits	<ul style="list-style-type: none"> Describe healthy living habits at home, school and community identify exercises that can be used to improve health related fitness explain diseases that can be caused by lack of fitness such as Obesity, Heart diseases, Diabetes 	<ul style="list-style-type: none"> Healthy living habits at home, school and community Safety precautions and rules in handling apparatus Warm up and cool down Diseases caused by lack of fitness 	<ul style="list-style-type: none"> Stating healthy and unhealthy foods Identifying physical activities that promote healthy active lifestyle Forming community fitness clubs Participating in fun runs Discussing diseases that can be caused by lack of exercise Identifying exercises that can be used to improve health related fitness 	<ul style="list-style-type: none"> Safe exercise facilities. Balls ICT tools Pictures Charts
• Safety	<ul style="list-style-type: none"> Explain safe ways of participating in physical activities Demonstrate safe ways of handling apparatus execute appropriate activities during warm up and cool down 	<ul style="list-style-type: none"> Safety when participating in physical activities Safety precautions and rules in handling apparatus Warm up and cool down 	<ul style="list-style-type: none"> Practising safe ways of handling various apparatus Designing and conducting activities during warm up and cool down 	<ul style="list-style-type: none"> Bats Rackets Balls Javelin Discus Measuring instruments Whistles Mats

GRADE 5: TOPIC 3: ACQUATIC SKILLS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	<ul style="list-style-type: none"> • dramatize different water resuscitation activities • state other water hazards in Zimbabwe 	<ul style="list-style-type: none"> • aquatic survival skills 	<ul style="list-style-type: none"> • researching on water disasters in our country • exhibiting different first aid procedures on given tasks • composing water safety rules 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters /Lifebuoys • Tyre tubes • Rubber balls • Ropes • Electronic gadgets • Plastic containers • Hoops
Strokes	<ul style="list-style-type: none"> • demonstrate techniques used in front, back and breast stroke • demonstrate correct diving skills. 	<ul style="list-style-type: none"> • entry into water • floating • gliding • submerging • turning • arm and leg action • front, back and breast stroke actions 	<ul style="list-style-type: none"> • practising aqua aerobics • swimming front, back and breast stroke at different intervals • floating • diving • synchronising arm and leg action 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of Water Bodies • Floaters • Tyre Tubes • Rubber Balls • Lifebuoys • Electronic Gadgets • Plastic Water Containers • Hoops

GRADE 5: TOPIC 4: KIDS ATHLETICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running	<ul style="list-style-type: none"> complete a timed endurance race demonstrate correct sprint techniques, running through bends demonstrate [fluid] correct baton exchange finish a sprint hurdle relay with a 2 hurdle leg negotiate bends without reducing speed 	<ul style="list-style-type: none"> 8 min endurance race Sprint-hurdle relays Bends formula 	<ul style="list-style-type: none"> running for time over a fairly long distance performing a sprint and hurdle relay event running with maximum speed and exchanging baton running through marked bends with maximum speed watching a video of different events participating in competitions 	<ul style="list-style-type: none"> Cones Batons sick Obstacles Mini hurdles Flags Whistle Stop watch ICT tools
Jumping	<ul style="list-style-type: none"> engage in horizontal and vertical jumps jump using equipment or apparatus jump from a relatively short run up clear heights while jumping jump for distance and land safely 	<ul style="list-style-type: none"> Jumping for distance Jumping for height Jumping for height using a pole 	<ul style="list-style-type: none"> jumping over an obstacle using a pole jumping for distance and landing on both feet 3 step rhythm jump jumping to clear heights Mini competitions 	<ul style="list-style-type: none"> Tape Measure Wooden Pole Marked Mats Rope
Throwing	<ul style="list-style-type: none"> execute rotational throws for accuracy and distance demonstrate target throws over a barrier demonstrate the teens javelin throw at least 30m distance 	<ul style="list-style-type: none"> Rotational throwing for distance and accuracy Target throw over a barrier 	<ul style="list-style-type: none"> stepping and throwing under arm throwing over arm throwing whole body throwing (momentum building before throw) javelin throw Mini competitions 	<ul style="list-style-type: none"> Soft rubber Rings Medicine Balls Javelin Discus Improvised throwing Equipment Wooden Poles Cones Tape Measure

STUDY AREA 2: SPORT

GRADE 5: TOPIC 1: INVASION GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Space Awareness	<ul style="list-style-type: none"> demonstrate defending in relation to time and speed execute the correct attacking techniques in relation to time and speed 	<ul style="list-style-type: none"> Defending, attacking in relation to time and speed 	<ul style="list-style-type: none"> Moving backwards to close or open space in relation to time and speed Moving forward into open space in relation to time and speed playing games that encourage closing and opening space such as ball passing versus teams attack and counter 	<ul style="list-style-type: none"> Balls Cones Bibs Whistle ICT tools
Positioning	<ul style="list-style-type: none"> demonstrate proper positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> Creating space and positioning within the boundaries Performing positioning drills with team mates Playing games that demand quick positioning such as nhodo, tsoro, skipping game 	<ul style="list-style-type: none"> Cones Ropes Whistle Bibs ICT tools
Reaction	<ul style="list-style-type: none"> Exhibit basic defensive and offensive roles 	<ul style="list-style-type: none"> Defensive roles Offensive roles 	<ul style="list-style-type: none"> Closing space by positioning in relation to time Watching videos on defense/ attack techniques in relation to time Performing the offensive roles in relation to time Playing reaction games such as the attack and counter, hit and run games 	<ul style="list-style-type: none"> Videos Balls Cones ICT tools

GRADE 5: TOPIC 2: TARGET AND COMBAT GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Targeting	<ul style="list-style-type: none"> • aim at stationary targets from within 35m distance • aim at average mobile targets from within 35m distance • bounce balls of different sizes from within 35m distance to hit a stationary or average mobile targets 	<ul style="list-style-type: none"> • Stationary and average mobile targets • Target up to 35m distance 	<ul style="list-style-type: none"> • Aiming at stationary targets and average mobile targets using objects of different sizes and shapes from within 35 m distance using different throwing methods after a short run • Bouncing balls of different sizes to hit an average mobile target or a free moving target from within 35m distance from a stationary position after a short run • Throwing balls of different sizes into average mobile rings from within 35m distance whilst in a standing position or after a short run using different throwing methods • Throwing games • Over-head and over-arm throwing • Bouncing games • Throwing targets over a barrier • Throwing targets using the over-head and backward throws 	<ul style="list-style-type: none"> • Balls • Mats • Hula hoops • Skittles and cones • Tyres • Rings • Gliding objects • Bin bags • Whistle
Stance	<ul style="list-style-type: none"> • Demonstrate stances for different skills in target and combat games. • Demonstrate the correct movements when executing different skills in target and combat games 	<ul style="list-style-type: none"> • Body orientation for movement 	<ul style="list-style-type: none"> • Demonstrating different stances in target and combat games • Demonstrating different movements in target and combat games 	<ul style="list-style-type: none"> • Skittles and Cones • Balls • Mats • Rackets

GRADE 5: TOPIC 3: NET GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Strokes	<ul style="list-style-type: none"> spin a ball perform a spin for a specified distance jump high and strike a ball at its highest point with a spin 	<ul style="list-style-type: none"> Strokes for height, spin and distance 	<ul style="list-style-type: none"> Practising a spin using a ball handling an implement in a proper way in order to spin the ball spinning the ball to a specific target jumping over a given object reaching the ball at its highest point 	<ul style="list-style-type: none"> Balls Racquets Bats ICT tools T-stand Ropes Cones

GRADE 5: TOPIC 4: STRIKING GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	<ul style="list-style-type: none"> demonstrate the relationship between grip, stance and footwork explain the benefits of proper stance 	<ul style="list-style-type: none"> grip, stance and footwork 	<ul style="list-style-type: none"> listing benefits of good stance practising proper footwork Playing the relevant games portraying the correct stance, grip and footwork 	<ul style="list-style-type: none"> Sticks Balls ICT tools Whistle Cones
Striking	<ul style="list-style-type: none"> display coordination between stroke and reaction to stimuli 	<ul style="list-style-type: none"> well timed backward or forward drives with reaction 	<ul style="list-style-type: none"> tossing and hitting striking an object consistently for height and direction striking a moving object in relation to time and stimuli 	<ul style="list-style-type: none"> Bats Balls Racquets ICT tools Sticks Whistle

GRADE 5: TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Outdoor activities	<ul style="list-style-type: none"> demonstrate different climbing and descending techniques practise safe ways of animal riding locate places and objects using given instructions 	<ul style="list-style-type: none"> Orienteering Mountaineering Animal riding for example horses, elephants and donkeys 	<ul style="list-style-type: none"> Climbing and descending Games on climbing and descending map reading playing games such as hide and seek/ chihwande-hwande locating hidden objects constructing saddles and harnesses practising riding animals 	<ul style="list-style-type: none"> Trees Rocks Ropes Ladders Puzzles Whistles

GRADE 5: TOPIC 6: EDUCATIONAL GYMNASTICS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> transfer weight and bear weight in order to demonstrate flow and force 	<ul style="list-style-type: none"> transference of weight using different body parts at different levels forceful movements sequences in movements Contrasting quick, light and heavy movements 	<ul style="list-style-type: none"> rolling, jumping and twisting activities individually and in pairs at different levels showing individual quick strong movements demonstrating light and sudden movements creating sequences of simple to complex movements leading into a balance using music 	<ul style="list-style-type: none"> Music Gymnastics mats Skittles Cones Pre-recorded music Sticks Ropes Drums

STUDY AREA 3: MASS DISPLAYS

GRADE 5: TOPIC 1 : MUSIC

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Background and performing music	<ul style="list-style-type: none"> • play percussion instruments • play marimba instruments • combine percussion band with songs 	Percussion band and other musical instruments	<ul style="list-style-type: none"> • Playing percussion and marimba • Playing other musical instruments • Performing in relation to a given theme • Singing theme related songs • Performing for displays 	<ul style="list-style-type: none"> • Drums • Marimba • Rattles • Jingles • Clappers • Tambourines • Triangles • Shakers • Knockers

GRADE 5: TOPIC 2: BACKGROUND ART

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Patterns and mounts	<ul style="list-style-type: none"> • draw shapes • organize colours • draw sketches related to portrayed themes 	<ul style="list-style-type: none"> • Shapes, colours and symbols depicting themes 	<ul style="list-style-type: none"> • Printing • Drawing • Displaying drawn sketches related to themes • Colouring 	<ul style="list-style-type: none"> • Paint • Brushes • Canvas • Cards • Bibs • Books • ICT tools

GRADE 5: TOPIC 3: ARENA ACTS

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Movement and rhythm	<ul style="list-style-type: none"> enter arena using calculated varying rhythm move between formations using movement related to play and game themes 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with tempo for play and traditional games themes 	<ul style="list-style-type: none"> marching rolling shuffling at various speeds moving between formations 	<ul style="list-style-type: none"> Music Drums ICT tools Tapes
Choreography	<ul style="list-style-type: none"> perform routines depicting play, sport and games themes 	Combine movement into arena with longer play, sport, traditional themes and physical exercises symbolizing play, sport and games	<ul style="list-style-type: none"> Performing physical activities with relevant apparatus Performing calisthenics Making formations 	<ul style="list-style-type: none"> Music Apparatus appropriate to the themes Drums ICT tools Sticks hoops Balls
Formations	<ul style="list-style-type: none"> display through formations depicting play, sport and game themes 	<ul style="list-style-type: none"> formations symbolizing play, sport and game themes 	<ul style="list-style-type: none"> hopping rolling crawling marching dancing on the move 	<ul style="list-style-type: none"> Music appropriate to the themes Drums ICT tools

STUDY AREA 1: PHYSICAL EDUCATION GRADE 6

GRADE 6: TOPIC 1: HUMAN BODY

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> Identifying body parts that store and transport food and air explain the process of storing and transporting food and air 	Humans have external and internal parts with functions in storing and transporting food and air	<ul style="list-style-type: none"> Identifying body parts that store and transport food and air from pictorials Solving quiz on body parts that store and transport food and air Researching on the process of storing and transporting food and air in the body Presenting research findings Embarking on educational tours 	<ul style="list-style-type: none"> Pictures Models Puzzles Paper glue Papier-mâché Electronic gadgets Beads Puppets

GRADE 6: TOPIC 2: SAFETY AND HEALTH

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Healthy living habits	<ul style="list-style-type: none"> classify the physical activities done at home, school and the community keep a record of physical activities done at home, school and the community identify diseases that can be caused by imbalance in nutritional value, lack of exercises and poor sanitary conditions identify diseases that can be caused as a result of poor sanitary conditions explain food deficiency diseases 	<ul style="list-style-type: none"> Healthy living habits at home school and community Physical activity diary Diseases caused by lack of exercise, nutrition and poor sanitary conditions 	<ul style="list-style-type: none"> Identifying and discussing physical activities at home, school and the community Keeping a record of the physical activities at home, school and the community Identifying diseases caused by lack of nutrients Identifying diseases caused by poor sanitary conditions Collecting and compiling pictures of people suffering from malnutrition Collecting and sharing stories on diseases caused by poor sanitary conditions 	<ul style="list-style-type: none"> Pictures Charts ICT tools Scissors Magazines Newspapers
Safety	<ul style="list-style-type: none"> identify safety rules and regulations for various activities state injuries related to physical activities 	<ul style="list-style-type: none"> Safety rules and regulations for various activities Injuries related to various physical activities 	<ul style="list-style-type: none"> Outlining safety rules for various physical activities Dramatizing Role playing Group discussions 	<ul style="list-style-type: none"> Whistle Pictures Magazines ICT tools

GRADE 6: TOPIC 3: AQUATIC SKILLS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	<ul style="list-style-type: none"> • demonstrate survival techniques in water • investigate water hazards in Zimbabwe 	<ul style="list-style-type: none"> • Survival techniques in and water bodies • Water hazards 	<ul style="list-style-type: none"> • Side stroke swimming for 25m • Use of swimming aids • Float on back, face up and out of the water • Dry land rescue activities • Discussion on water hazards 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls • Ropes and sticks • Lifebuoys • Whistle and coins • Electronic gadgets • Plastic water containers • Hoops
Strokes	<ul style="list-style-type: none"> • practice front and back crawl techniques • demonstrate correct diving and tumbling turn techniques 	<ul style="list-style-type: none"> • Front and back crawl techniques • Breast stroke, entry into water and tumble turn techniques 	<ul style="list-style-type: none"> • Practising aqua aerobics • Floating • Practising different diving techniques • Synchronising arm and leg actions in front, back and breast stroke • Standing jump 	<ul style="list-style-type: none"> • Pictures of water bodies • Floaters • Coins • Tyre tubes • Rubber Balls • Ropes • Lifebuoys • Whistle

GRADE 6: TOPIC 4: KIDS ATHLETICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running	<ul style="list-style-type: none"> Show preparatory phase for sprints, middle and long distance running and race walking execute the appropriate sprinting techniques-pawing action with increased speed demonstrate a higher level of endurance in fairly long distance events execute correct baton exchange 	<ul style="list-style-type: none"> Running techniques and tactics Running with obstacles 	Performing: - 30m shuttle sprints 4 x 50m relays 12 minute Coopers run 50m hurdles (height 0.76 for girls and 0.84 for boys) 15 minute middle distance running Bends formula Formula Cross country Ladder relays Target relays Frog and lily pads Traditional games for example Hwai-hwai	<ul style="list-style-type: none"> Cones Stop watch Whistle Starter gun Flags and flag posts Hurdles Batons, Mats First Aid kit clappers
Jumping	<ul style="list-style-type: none"> execute horizontal and vertical jumping techniques 	<ul style="list-style-type: none"> Horizontal and vertical jumping techniques Jumping over an obstacle using a pole 	<ul style="list-style-type: none"> Jumping with a pole over a sandpit – 10m runway Performing 1-foot takeoff jumping activities Executing 2-foot landing activities Marking of approach using pigeon steps Takeoff from the takeoff board on 1 foot Mark a runway using pigeon steps 3 – 7 step rhythm jump Team competitions 	<ul style="list-style-type: none"> Tape measure Rake, Cones Landing mats Cross bar, sand pit Upright posts Rope, Hoops, Mat
Throwing	<ul style="list-style-type: none"> demonstrate the correct handling of implements execute correct throwing techniques within a marked circle 	<ul style="list-style-type: none"> Throwing techniques 	Executing: <ul style="list-style-type: none"> Teens discus Teens javelin Bulls eye throw Traditional individual and team throwing events Target Throw Overhead Throw Backward throw 	<ul style="list-style-type: none"> Medicine ball Tape measure 3kg shot put 500g javelin (girls) 600g javelin (boys) 3kg hammer 800g discus (girls) 1kg discus (boys) Mats, ICT tools

STUDY AREA 2: SPORT

GRADE 6: TOPIC 1: INVASION GAMES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Space Awareness	<ul style="list-style-type: none"> demonstrate moving into space demonstrate covering open space discuss the advantages of moving into space explain the disadvantages of moving into space 	<ul style="list-style-type: none"> Running into open space Covering open space Advantages and disadvantages of moving into open or closed space 	<ul style="list-style-type: none"> Demonstrating covering open space Discussing advantages and disadvantages of moving into space Demonstrating advantages and disadvantages of moving into space in relation to positioning 	<ul style="list-style-type: none"> Cones Whistle ICT tools Balls
Positioning	<ul style="list-style-type: none"> demonstrate positioning within boundaries, team mates and opponents. 	<ul style="list-style-type: none"> Positioning within boundaries in relation to team-mates, and opponents 	<ul style="list-style-type: none"> Moving into position within boundaries Moving into position in relation to team mates Demonstrating positioning in relation to team mates and opponents Demonstrating positioning with or without implements 	<ul style="list-style-type: none"> Cones Whistle Balls ICT tools Bibs
Reaction	<ul style="list-style-type: none"> execute principles of attack and defense 	<ul style="list-style-type: none"> Principles of attack and defense 	<ul style="list-style-type: none"> Discussing the principles of attack and defense in relation to time Demonstrating the principles of attack and defense in relation to time 	<ul style="list-style-type: none"> Balls Cones Whistle Balls ICT tools Bibs

GRADE 6: TOPIC 2: TARGET AND COMBAT GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Aiming and Targeting	<ul style="list-style-type: none"> • Aim at stationary target within a 40m distance • Aim at fast moving targets for height with different shapes after a short run and jump 	<ul style="list-style-type: none"> • Stationary and fast mobile target for height • Targets up to 40m distance 	<ul style="list-style-type: none"> • Aiming at fast moving targets using objects of different sizes, shapes and nature after a run and jump • Throwing and or kicking balls of different sizes to hit a target within a 40m distance • Kicking and running games for example hwichu • Playing games such as pig in the middle game/ dunhu/umatshayana 	<ul style="list-style-type: none"> • Balls • Mats • Gliding objects • Buckets • Rings • Tyres • Round objects • ICT tools • Whistle
Stance	<ul style="list-style-type: none"> • Demonstrate the correct postures in readiness to execute skill 	<ul style="list-style-type: none"> • Energy conversions over time 	<ul style="list-style-type: none"> • Demonstrating a variety of stances married to movements accompanied by speed towards certain directions 	<ul style="list-style-type: none"> • Balls • Bin bags • Wickets • Mats • ICT tools • Cones

GRADE 6: TOPIC 3: NET GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Strokes	<ul style="list-style-type: none"> • Perform strokes for height, spin, distance and power • Strike the ball or object to a target over a specified distance • Stroke the ball or object over a barrier not more than 1,5m in height 	<ul style="list-style-type: none"> • Strokes for height, spin, distance and power 	<ul style="list-style-type: none"> • Playing the ball practising spin • Handling an implement in a proper way in order to strike the ball for height, distance and power • Striking the ball to a specific target with power • Reaching the ball at its highest point • Striking the ball over a net or barrier to a 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers • ICT tools

GRADE 6: TOPIC 4: STRIKING GAMES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	<ul style="list-style-type: none"> • explore ways of enhancing grip • exhibit correct grips for skills in striking • demonstrate stances for skills in striking games 	<ul style="list-style-type: none"> • Grip • Stance • Footwork 	<ul style="list-style-type: none"> • Discussing advantages and disadvantages of grips • Practising gripping and striking • Demonstrating footwork and follow through • Listing objects that require grip • Collecting various designs grips • Designing grips using ICT tools 	<ul style="list-style-type: none"> • Bats • Balls • Cones • ICT tools
Striking	<ul style="list-style-type: none"> • demonstrate the orientation when striking target object • distinguish between underhand and forehand movement patterns 	<ul style="list-style-type: none"> • Backward or forward strokes (footwork coordination) 	<ul style="list-style-type: none"> • Striking a tossed ball from side orientation with different implements • Positioning for striking such as volleying, kicking and punting • Striking objects for distance, direction and height using body part or implement • Striking for power 	<ul style="list-style-type: none"> • Bats • Balls • Cones • ICT tools

GRADE 6: TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Outdoor activities	<ul style="list-style-type: none"> demonstrate the belaying techniques state the materials used in building a raft construct water-related equipment perform various water based activities demonstrate techniques of climbing and abseiling use given clues to find places and objects demonstrate cycling techniques in different environments 	<ul style="list-style-type: none"> Orienteering Climbing and abseiling cycling Water based activities 	<ul style="list-style-type: none"> Climbing rocks of different heights Role playing on belaying calls Tying of different knots Building a raft Canoeing Sailing Cycling Climbing and abseiling Map reading 	<ul style="list-style-type: none"> Drum Ropes Whistles Poles Paddles ICT tool Tent Hammer

GRADE 6: TOPIC 5: ADVENTURE GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTEDRESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> demonstrate ability to link movement themes with improved level of skill and variety 	<ul style="list-style-type: none"> Increased range of movements through exploration 	<ul style="list-style-type: none"> Displaying various forms of movement such as rolling, flight leaping, twisting Demonstrating symmetrical and asymmetrical movements with or without apparatus leading to 1-point, 2-point and 3-point balances Rolling forward and backward within given space 	<ul style="list-style-type: none"> Skittles Hula hoops Gym mats Chairs Benches Ropes Sticks ICT tools

STUDY AREA 3: MASS DISPLAYS

GRADE 6: TOPIC 1: MUSIC

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Background and performing music	<ul style="list-style-type: none"> • play music as a percussion band • combine percussion and other musical instruments • sing theme related songs • dance to theme related recorded music 	<ul style="list-style-type: none"> • Use of instruments • Band • Recorded music 	<ul style="list-style-type: none"> • Playing different types of musical instruments • Combining percussion and other musical instruments • Mimicking and dancing to recorded music • Performing on stage as a band 	<ul style="list-style-type: none"> • Drums • Marimba • Rattles • Jingles • Clappers • Tambourines • Triangles • Shakers • Knockers • Guitars • Keyboards • Flutes and harps • Public Address system

GRADE 6: TOPIC 2: BACKGROUND ART

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Patterns and mounts	<ul style="list-style-type: none"> • design shapes and symbols for background art • decorate shapes and symbols • mount shapes and symbols • display background art depicting themes 	<ul style="list-style-type: none"> • Shapes, pictures, colours and symbols describing themes 	<ul style="list-style-type: none"> • Designing of shapes and symbols individually, in pairs or in groups • Colouring of shapes and symbols • Mounting of shapes and symbols on bibs • Displaying background art 	<ul style="list-style-type: none"> • Paper • Cloths • Paint • Glue • Brushes • Scissors • Strings • Stapler and staples

GRADE 6: TOPIC 3: ARENA ACTS

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Movement and rhythm	<ul style="list-style-type: none"> perform rhythmic variations in movement 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with variations using educational themes 	<ul style="list-style-type: none"> Marching at various speed Performing cartwheels Performing summersaults 	<ul style="list-style-type: none"> Music Drums
Choreography	<ul style="list-style-type: none"> perform various physical exercises combined with arena movements 	<ul style="list-style-type: none"> Combined arena movements with physical exercises 	<ul style="list-style-type: none"> Performing physical activities using relevant apparatus Performing cartwheels Performing callisthenics Wavy movement 	<ul style="list-style-type: none"> Music Apparatus appropriate to themes Drums
Formations	<ul style="list-style-type: none"> display themes through formations 	<ul style="list-style-type: none"> Combined movement and choreography used in play and games with shapes used in educational and contemporary themes 	<ul style="list-style-type: none"> Hopping Rolling Crawling Marching Shuffling 	<ul style="list-style-type: none"> Music appropriate to themes Drums

STUDY AREA 1: PHYSICAL EDUCATION **GRADE 7**

GRADE 7: TOPIC 1: HUMAN BODY

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> distinguish body parts that store and transport food, air and blood explain the process of storing and transporting food, air and blood design a project that shows the processes by which human body parts store and transport food, air and blood 	<ul style="list-style-type: none"> Humans have body parts that store and transport food, air and blood 	<ul style="list-style-type: none"> Identifying pictorial body parts that store and transport food, air and blood Debating on body parts that store and transport food, air and blood Researching on the process of storing and transporting food, air and blood in the body Presenting research findings Embarking on educational tours Working in pairs or groups to produce three dimensional models of the human body 	<ul style="list-style-type: none"> Pictures Charts Models Puzzles Crayons Paper glue Magazines Papier-mâché Electronic gadgets Beads Puppets

GRADE 7: TOPIC 2: SAFETY AND HEALTH

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Healthy living habits	<ul style="list-style-type: none"> identify healthy living lifestyles engage in healthy living projects state injuries caused by lack of physical fitness describe ways of preventing injuries demonstrate first aid procedures in managing injuries 	<ul style="list-style-type: none"> Healthy living lifestyles Healthy living projects Injury prevention and management. 	<ul style="list-style-type: none"> Practising healthy lifestyles Telling and listening to stories about healthy living styles Carrying out group projects on healthy lifestyles Identifying injuries caused by lack of physical fitness Demonstrating ways of managing injuries. Watching videos showing athletes on a rehabilitating programme 	<ul style="list-style-type: none"> Magazines Pictures ICT tools Bats Helmets Balls Ice blocks First Aid kit
Safety	<ul style="list-style-type: none"> Apply knowledge of safety rules and precautions for various activities in different environments demonstrate proper care and storage of apparatus 	<ul style="list-style-type: none"> Safety rules and precautions for various activities in different environments Safety rules, storage and care of apparatus 	<ul style="list-style-type: none"> Demonstrating proper care of apparatus Describing ways of caring for apparatus Dramatizing storage of apparatus Role playing Demonstrating ways of managing injuries 	<ul style="list-style-type: none"> ICT tools Paraphernalia Ice blocks Sacks First Aid kit

GRADE 7: TOPIC 3: AQUATIC SKILLS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	<ul style="list-style-type: none"> • demonstrate survival strokes • practice resuscitation techniques 	<ul style="list-style-type: none"> • Survival techniques in water • Resuscitation techniques 	<ul style="list-style-type: none"> • Performing: <ul style="list-style-type: none"> - 50m side stroke - 50m back stroke - 5minute continuous treading Exhibiting different first aid procedures on given tasks 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Coins • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • Broom sticks • Electronic gadgets • Hoops
Strokes	<ul style="list-style-type: none"> • demonstrate front, back, crawl, breast stroke techniques • execute correct diving technique 	<ul style="list-style-type: none"> • Front, Back crawl and Butterfly strokes • Entry into water 	<ul style="list-style-type: none"> • Executing drills for speed and distance • Practising diving activities • Practising individual medley 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Coins • Tyre tubes

GRADE 7: TOPIC 4: KIDS ATHLETICS

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running	<ul style="list-style-type: none"> perform for time in a specific individual track event display the proper running mechanics for sprints, long and middle distance events. complete specific endurance races with great level of endurance 	<p>Running tactics and techniques</p> <p>Running with obstacles</p>	<p>Performing:</p> <ul style="list-style-type: none"> 1000m, 2000m race 40m sprints (shuttle) 4 x 100m relays 15 minute middle distance running 50m hurdles races 100m hurdles Race walking 2000 to 3000m Formula one Bends formula 12 Coopers endurance test Cross country 2km (girls) and 2.5 (boys) Team competition 	<ul style="list-style-type: none"> 0,76H-hurdles 0,84H-hurdles Whistle Cones Stop watch Starter gun Batons Flags and flag posts Mats
Jumping	<ul style="list-style-type: none"> demonstrate the hang and sail techniques in long jump execute the scissors jump in high jump practice safe landing in all the jumps demonstrate the hop, step and jump in triple jump 	<ul style="list-style-type: none"> Horizontal and vertical jumping techniques 	<p>Performing</p> <ul style="list-style-type: none"> Jumping with a pole over an obstacle – 20m runway (short approach) One foot takeoff Two feet landing activities Marking approach using pigeon steps 7-11 step rhythm run Team competition 	<ul style="list-style-type: none"> Tape measure Cones Landing mattress Cross bar Upright post Sand pit Rake ICT tools
Throwing	<ul style="list-style-type: none"> display the correct handling of implement demonstrate proper execution of throws for distance and accuracy 	<ul style="list-style-type: none"> Throwing techniques 	<p>Performing:</p> <ul style="list-style-type: none"> Teens javelin and discus Shot put Backward throw Overhead throw Target throw Team competition 	<ul style="list-style-type: none"> 3kg and 4kg shot put 500g and 600g javelin 800g discus 1kg discus 3kg hammer Tape measure

STUDY AREA 2: SPORT

GRADE 7: TOPIC 1: INVASION GAMES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	Suggested Resource Materials
Space Awareness	<ul style="list-style-type: none"> demonstrate defending and attacking as a team demonstrate attacking and defending as a team discuss advantages and disadvantages of using various team formations 	<ul style="list-style-type: none"> Defending and attacking as a team Formations 	<ul style="list-style-type: none"> Demonstrating use of space when defending and attacking in relation to team mates and opponents Practising moving into space when attacking as team Discussing advantages and disadvantages of using various team formations Playing mini-games 	<ul style="list-style-type: none"> Balls Whistles Cones ICT tools Bibs
Positioning	<ul style="list-style-type: none"> demonstrate positioning within boundaries in relation to team mates demonstrate positioning in relation to opponents 	<ul style="list-style-type: none"> Positioning with boundaries in relation to team-mates and opponents 	<ul style="list-style-type: none"> Practising positioning within boundaries Moving into position in relation to team mates Practising positioning in relation to opponents Practising positioning with or without implements 	<ul style="list-style-type: none"> Cones Whistles Balls ICT tools Bibs
Reaction	<ul style="list-style-type: none"> execute ways of dislodging an opponent 	<ul style="list-style-type: none"> Dislodging an opponent 	<ul style="list-style-type: none"> Practising moving into space in relation to team mates, opponent and time Moving away for recovery in relation to team mates, opponents and time 	<ul style="list-style-type: none"> Whistles Cone Balls ICT tools bibs

GRADE 7: TOPIC 2: TARGET AND COMBAT GAMES

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Aiming/ targeting	<ul style="list-style-type: none"> aim at stationary targets within a 50m distance aim at fast mobile targets within a distance of 50m 	<ul style="list-style-type: none"> Stationary and fast mobile targets for height Target up to 50m distance 	<ul style="list-style-type: none"> Aiming at stationary targets within a distance of 50m Aiming at fast mobile targets Aiming at high placed stationary targets Aiming at high mobile targets with speed Twisting and turning whilst aiming at targets within a 50m distance 	<ul style="list-style-type: none"> Balls Mats Gliding objects Buckets Rings Tyres Round objects ICT tools Whistle
Stance	<ul style="list-style-type: none"> adjust body positions by twisting, turning, squatting and jumping make fast movements and release energy towards certain directions 	<ul style="list-style-type: none"> Energy conversions and release Adjusting body positions 	<ul style="list-style-type: none"> Demonstrating twists, turns, squats and jumps in adjustment to body positions Demonstrating various movements and energy conversion skills Demonstrating movements in relation to speed 	<ul style="list-style-type: none"> Balls Bin bags Wickets Mats Markers ICT tools Whistle

GRADE 7: TOPIC 3: NET GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Strokes	<ul style="list-style-type: none"> perform strokes for height, spin, distance and power in relation to time strike the ball or object to a target not more than 10m away from the starting point strike the ball over a barrier not more than 2m high 	<ul style="list-style-type: none"> Strokes for height, spin distance and power in relation to time 	<ul style="list-style-type: none"> Spinning the ball for height, distance and power in relation to time Spinning the ball to a specific object placed 3-8m away Jumping over a given object while striking the ball Playing a mini game involving striking the ball 	<ul style="list-style-type: none"> Balls Nets/strings Skittles/cones/markers

GRADE 7: TOPIC 4: STRIKING GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	<ul style="list-style-type: none"> explain the difference between applying and receiving force 	<ul style="list-style-type: none"> Grip, stance, footwork, movement in striking for a distance 	<ul style="list-style-type: none"> Demonstrating the role of legs, shoulders, forearm on maintaining grip Demonstrating correct grip on weight adscription 	<ul style="list-style-type: none"> Balls Nets Strings Skittles Cones Markers
Striking	<ul style="list-style-type: none"> Time the execution of forehand or backward strokes illustrate how the angle at a time of contact with the object affects direction demonstrate spin and rebound principles 	<ul style="list-style-type: none"> Accurate backward and forward drive for space, distance and scoring 	<ul style="list-style-type: none"> Practising forehand and backward strokes. Performing movement patterns and error correction Listing types of spins Demonstrating angle of force application and spin result Playing mini game 	<ul style="list-style-type: none"> Balls Nets Strings Skittles Cones Markers

GRADE 7: TOPIC 5: ADVENTURE GAMES

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Camping	<ul style="list-style-type: none"> Perform mountain climbing and water based activities Locate points through map reading Set up camp sites 	<ul style="list-style-type: none"> Orienteering Water based activities Mountaineering and abseiling 	<ul style="list-style-type: none"> Reading maps Using a compass to locate the points. Climbing up and down mountains Setting up camp sites Engaging in water based activities such as canoeing Climbing over obstacles 	<ul style="list-style-type: none"> Balls Nets Strings Skittles Cones Markers

GRADE 7: TOPIC 6: EDUCATIONAL GYMNASTICS

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> Explore relationships with partner, group and apparatus in balances, weight transfer and space 	<ul style="list-style-type: none"> Improved more complex sequence of movements through practice and critical analysis 	<ul style="list-style-type: none"> Exploring forms of linked and assisted balances with partner or groups Discovering ways of working with partner in forward, backward rolls and all forms of height transfer Exploring 2-point, 3-point and 4-point balances with partner or groups showing symmetrical and asymmetrical body shapes Exploring weight transfer with partner or groups in forward, backward and side rolls, cartwheels and forms of weight transfer Performing weight transfer activities using apparatus with partner or groups 	<ul style="list-style-type: none"> Skittles Cones Ropes Benches Chairs Gym mats Hula hoops PA system

STUDY AREA 3: MASS DISPLAYS GRADE 7: TOPIC 1: MUSIC

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Background and performing music	<ul style="list-style-type: none"> record music that can be used as background music in relation to given themes combine own songs and recorded music to be used as background music in relation to themes 	Use of music	<ul style="list-style-type: none"> Performing, singing and dancing to recorded music Recording own music Performing as a band Formulating and singing own theme related songs Combining music and dance in relation to themes 	<ul style="list-style-type: none"> Discs ICT gadgets Tapes Guitars Drums Marimba Rattles Jingles Clappers Tambourines Triangles Shakers Knockers Keyboards Flutes and harps Bag pipes

GRADE 7: TOPIC 2: BACKGROUND ART

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Patterns and mounts	<ul style="list-style-type: none"> design shapes, pictures and symbols appropriate for given themes decorate shapes, pictures and symbols suitable to given themes mount art on boards or books display art depicting given themes 	<ul style="list-style-type: none"> Shapes, pictures and symbols describing the themes on display mounted on sets of boards and books 	<ul style="list-style-type: none"> Designing shapes and pictures in accordance to the theme Colouring shapes and pictures Mounting pictures on boards Displaying background art Undertaking projects on background art 	<ul style="list-style-type: none"> Paper Cloths Paint Glue Brushes Scissors Strings Stapler and staples Background art books

GRADE 7: TOPIC 3: ARENA ACTS

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIAL
Movement and rhythm	<ul style="list-style-type: none"> change space and direction with varying rhythm 	<ul style="list-style-type: none"> Movement to cover space and direction Varying rhythms using complex themes 	<ul style="list-style-type: none"> Marching at varying rhythms Shuffling 	<ul style="list-style-type: none"> Music Drums ICT tools Markers
Choreography	<ul style="list-style-type: none"> perform challenging level variations perform challenging rhythmic variations 	<ul style="list-style-type: none"> Combined arena movements with variations 	<ul style="list-style-type: none"> Performing physical activities involving variations in planes, direction and rhythm Performing symbolic exercises 	<ul style="list-style-type: none"> Music sources Drums and sticks Appropriate apparatus ICT tools
Formations	<ul style="list-style-type: none"> display through formations that depict educational, social and economic issues 	<ul style="list-style-type: none"> Combined movement and choreography with complex formations 	<ul style="list-style-type: none"> Marching at varying rhythms Rolling Crawling Shuffling Merging simple formations to produce complex formations 	<ul style="list-style-type: none"> Music sources Markers Cones

ASSESSMENT

ASSESSMENT OBJECTIVES

By the end of the Junior School level, learners should be able to:

- 8.1 acquire knowledge and understanding of the health and safety aspects of Physical Education, Sport and Mass Displays activities
- 8.2 demonstrate the ability to analyse and improve own performance and that of others in Physical Education, Sport and Mass Displays
- 8.3 apply and evaluate their skills in selected water based activities
- 8.4 ensure safety through maintenance of a clean environment
- 8.5 execute proper running, jumping and throwing techniques
- 8.6 identify and state the functions of different human body organs
- 8.7 apply safety measures in all daily activities
- 8.8 describe the ways that lead to a healthy life style
- 8.9 apply basic movement skills in various ways with or without apparatus in relation to given tasks
- 8.10 execute balancing and locomotion skills in various ways with or without apparatus in relation to given tasks
- 8.11 demonstrate and evaluate various game skills learnt
- 8.12 acquire essential social values through outdoor learning activities

SCHEME OF ASSESSMENT

The assessment will be continuous and based on achieving the learning outcomes for each topic and grade level. Learner profiling must inform where the learner has made progress and areas for future development in relation to the objectives.

The Learner Profile Record must state the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the child has acquired or developed.

Junior School level Physical Education, Sport and Mass Display assessment will be based on 70% continuous assessment and 30% summative assessment.

The syllabus' scheme of assessment is grounded in the principle of equalisation of opportunities hence does not condone direct or indirect discrimination of learners.

Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with special needs to access assessments and receive accurate performance measurement of their abilities. Access arrangements must neither give these learners an undue advantage over others nor compromise the standards being assessed.

Learners who are unable to access the assessments of any component or part of component due to disability (transitory or permanent) may be eligible to receive an award based on the assessment they would have taken.

NB: For further details on arrangements, accommodations and modifications refer to the assessment procedure booklet.

A. Continuous Assessment

Continuous assessment for Junior School level will consist of practical topic tasks, written tests and research project:

i. Practical Topic Tasks

These are activities that teachers use in their day to day teaching. These may include individual, pair and group tasks.

ii. Written Tests

These are tests set by the teacher to assess the Grade 3 to 7 learners on concepts covered during a given period of up to a month. The tests should consist of multiple choice, closed and open questions as well as structured questions.

iii. Research projects

These are guided projects, which will be carried out by learners during the course of the study

SUMMARY OF CONTINUOUS ASSESSMENT TASKS

In Terms 1 to 15, candidates are expected to have done at least the following recorded tasks per term:

- 2 Practical topic tasks
- 2 Written tests
- 1 Research project for Grade 3 to 7
- 1 End of term practical assessment
- 1 End of term written assessment

Detailed Continuous Assessment Tasks Table

Term	Practical Topic Tasks	Written Tests	End Of Term Theory Assessment Test	End Of Term Practical Assessment Test	Research Project	Grand Total
1	3	2	1	1		
2	3	2	1	1		
3	3	2	1	1	1	
4	3	2	1	1		
5	3	2	1	1		
6	3	2	1	1	1	
7	3	2	1	1		
8	3	2	1	1		
9	3	2	1	1	1	
10	3	2	1	1		
11	3	2	1	1		
12	3	2	1	1	1	
13	3	2	1	1		
14	3	2	1	1		
15	Summative examination	2	1	1	1	30%
Aggregate mark	30%	10%	20%		10%	70%

All continuous assessment tasks individually contribute an equal weighting towards the final percentage on the aggregate mark column by column.

The Table below shows the information on weighting of skills for Continuous Assessment

SPECIFICATION GRID FOR CONTINUOUS ASSESSMENT

Component Skills	Practical Topic Tasks	Written Tests	End of Term	Project
Skills Acquisition	60%			20%
Knowledge Comprehension	10%	50%	50%	20%
Application Analysis	20%	40%	40%	30%
Synthesis Evaluation	10%	10%	10%	30%
Total	100%	100%	100%	100%