

Grade Four
Physical And Health Education (Phe) Schemes Of Work
Term Two Year _____ School _____

Week	Lesson	Strand/Theme	Sub Strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Reflection
1	1		Manipulative skills: Basic Rope work: Improvising the jump rope	c) list safety measures to be observed when improvising the jump rope to avoid injuries d) clean the working area for environmental care	3. What safety measures can be taken to avoid injuries when improvising soccer balls	<ul style="list-style-type: none"> ▪ In groups learners gather locally available materials for improvising durable jump rope ▪ In groups learners discuss and list the safety measures to be observed when improving the jump rope 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	2		Manipulative skills: Basic Rope work: Improvising the jump rope	e) play games for fun and enjoyment f) appreciate improvising the Jump rope for self-sufficiency	4. Which are the likely injuries to soccer when improvising soccer balls 5. How can the injuries that may occur while improvising jump rope be managed?	<ul style="list-style-type: none"> ▪ In groups learners improvise different sizes of jump ropes using locally available materials ▪ Learners clean the working after improvising ▪ Participate in games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils,		

							rounders ball,ropes		
	3		Manipulative skills: Basic rope works: Jumping techniques: Grip, proper body, arm and wrist position, rope swing correct jumping height (not too high nor low)	By the end of the sub-strand, the learner should be able to: a) describe the jump rope to enhance learning b) practice the correct techniques for jump rope grip, body posture, arm and wrist position, rope swing, measuring correct rope length and jumping height to avoid injuries	Why is it important to use the correct jumping techniques in jump rope?	<ul style="list-style-type: none"> ▪ In groups learner interact with technology to watch video clips on <ul style="list-style-type: none"> - body posture - arm and wrist position - rope swing - measuring correct rope length - correct jumping height - grip. Learners discuss their observations and respect each other opinion. 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	4		Manipulative skills: Basic rope works: Jumping techniques: Grip, proper body, arm and wrist position, rope swing correct jumping height (not too high nor low)	c) observe rules when jumping rope for safety d) play games for fun and enjoyment	Why is it important to use the correct jumping techniques in jump rope?	<ul style="list-style-type: none"> ▪ Learners individually demonstrate the correct grip, body posture, arm and wrist position, rope swing, measuring correct rope length and jumping height 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	5		Manipulative skills: Basic rope works: Jumping techniques: Grip, proper body, arm and wrist position, rope swing correct jumping height (not too high nor low)	e) appreciate using the correct jumping techniques for safety	Why is it important to use the correct jumping techniques in jump rope?	<ul style="list-style-type: none"> ▪ Learners play games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
2	1		Manipulative skills: Basic rope work: Single bounce skill	By the end of the sub-strand, the learner should be able to: a) demonstrate the Single bounce in jump rope for skill acquisition	1. How many counts can you make when jumping rope using the Single bounce?	<ul style="list-style-type: none"> ▪ Using technology, the learners watch a video clip on jump rope and observe the single bounce skill. Learners discuss their observations and respect each other's opinion 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat,		

							first aid kit, pencils, rounders ball,ropes		
	2		Manipulative skills: Basic rope work: Single bounce skill	<p>b) practice the Single bounce in jump rope for skill masterly</p> <p>c) observe safety when jumping rope for own and others safety</p>	2. How does skipping contribute in keeping a person healthy?	<ul style="list-style-type: none"> ▪ Learners in groups practice single bounce in different: <ul style="list-style-type: none"> - directions - levels (low, medium and high) - speed ▪ establish relationships using the Single bounce skill in jump rope for space awareness 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	3		Manipulative skills: Basic rope work: Single bounce skill	<p>d) discuss life style diseases a person may avoid by jumping rope</p> <p>e) play games for fun and enjoyment</p> <p>f) appreciate the single bounce as a skill for jumping rope</p>	2. How does skipping contribute in keeping a person healthy?	<ul style="list-style-type: none"> ▪ Learners in groups discuss the life style diseases a person may avoid by jumping rope ▪ learners participate in games for fun and enjoyment observe rules <p>*Do not lift the foot more than 5cms from the ground</p>	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	4		Manipulative skills: Basic rope work - Double bounce	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the the Double bounce in jump rope to enhance learning</p> <p>b) practice the Double bounce in jumping rope for skill masterly</p>	How many counts can you make when jumping rope using the Double bounce?	<ul style="list-style-type: none"> ▪ Using technology, the learners watch a video clip on jump rope and observe the Double bounce skill. Learners discuss their observations and respect each other's opinion ▪ Learners in groups practice Double bounce in different: <ul style="list-style-type: none"> - directions - levels (low, medium and high) - speed 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		

	5		<p>Manipulative skills: Basic rope work - Double bounce</p>	<p>c) perform Double bounce in jumping rope for skill masterly</p> <p>d) make relationships while jumping rope using the Double bounce for space awareness</p>	<p>How many counts can you make when jumping rope using the Double bounce?</p>	<ul style="list-style-type: none"> ▪ Using technology, the learners watch a video clip on jump rope and observe the Double bounce skill. Learners discuss their observations and respect each other's opinion ▪ Learners in groups practice Double bounce in different: <ul style="list-style-type: none"> - directions - levels (low, medium and high) - speed 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p>		
3	1		<p>Manipulative skills: Basic rope work - Double bounce</p>	<p>e) observe safety when jumping rope for own and others safety</p> <p>f) play games for fun and enjoyment</p> <p>g) appreciate the double bounce as a skill for jumping rope</p>	<p>How many counts can you make when jumping rope using the Double bounce?</p>	<ul style="list-style-type: none"> ▪ establish relationships using the Double bounce in jump rope for space awareness ▪ learners participate in games for fun and enjoyment observe rules <p>*Do not lift the foot more than 5cms from the ground</p>	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p>		
	2		<p>Manipulative skills: Basic rope work: One-foot bounce</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) demonstrate the One-foot bounce to enhance learning</p> <p>b) practice the One-foot bounce in jump rope for skill masterly.</p>	<p>1. Which is harder to jump single or double bounce?</p> <p>2. What can be done for learners to have fun and joy during games time</p>	<ul style="list-style-type: none"> ▪ In groups learners' practice one-foot bounce without rope <ul style="list-style-type: none"> - Jump on the spot using the right foot only and count to five. Repeat with the left foot and count to five. - jump on the spot with one leg and turn 90° to the left and to the right - Jump over a rope on the floor to the right and left using the left foot only. Repeat with the right foot. - Jump over a rope on the floor forwards and backwards using the left foot only. Repeat with the right foot. 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes</p>		

	3		Manipulative skills: Basic rope work: One-foot bounce	c) observe safety when jumping rope for own and others safety d) play games for fun and enjoyment	1. Which is harder to jump single or double bounce? 2. What can be done for learners to have fun and joy during games time	<ul style="list-style-type: none"> Individually learners' practice one-foot bounce using the rope. In groups learners' practice one-foot bounce using the rope. 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	4		Manipulative skills: Basic rope work: One-foot bounce	e) appreciate the One-foot bounce as a skill for jumping rope	1. Which is harder to jump single or double bounce? 2. What can be done for learners to have fun and joy during games time	<ul style="list-style-type: none"> Learners observe safety when jumping rope for own and others safety learners play games for fun and enjoyment <p>*Do not lift the foot more than 5cms from the ground</p>	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, rounders ball,ropes		
	5	Gymnastics	Rolls :Forward Roll	By the end of the sub- strand, the learners should be able to: a) name the body parts that are used when performing the forward roll for body awareness b) practice the forward roll for skill masterly.	How are the hands and the fore head placed during forward roll?	<ul style="list-style-type: none"> Learners interact with digital media to watch a video clip on forward roll and observe the placement of hands and the forehead as the person rolls Learners in pairs practice the forward roll Learners display the forward roll for excellence Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		
4	1		Rolls :Forward Roll	c) observe rules when performing the forward rolls for own and others safety. d) play games for fun and enjoyment	How are the hands and the fore head placed during forward roll?	<ul style="list-style-type: none"> Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		

2		Rolls :Forward Roll	e) Appreciate the forward for self-esteem	How are the hands and the fore head placed during forward roll?		PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		
3		Backward Roll	By the end of the sub- strand, the learners should be able to: a) name the parts of the body that are used when performing the Backward roll for body awareness,	1. Which is easier between backward roll and forward roll 2. How Backward be useful in daily life?	<ul style="list-style-type: none"> ▪ Learners watch a video clip on Backward roll and observe the placement of hands and the lifting of the feet as the person rolls ▪ Learners in pairs practice the Backward roll 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		
4		Backward Roll	b) practice performing the Backward roll for skill masterly.	1. Which is easier between backward roll and forward roll 2. How Backward be useful in daily life?	<ul style="list-style-type: none"> ▪ Learners watch a video clip on Backward roll and observe the placement of hands and the lifting of the feet as the person rolls ▪ Learners in pairs practice the Backward roll 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		
5		Backward Roll	c) play games for fun and enjoyment d) observe rules when performing the Backward roll for own and others safety.	1. Which is easier between backward roll and forward roll 2. How Backward be useful in daily life?	<ul style="list-style-type: none"> ▪ Learners display the Backward roll for excellence ▪ Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		

5	1		Backward Roll	<p>e) play games for fun and enjoyment</p> <p>f) Appreciate the Backward for self-esteem</p>	<p>1. Which is easier between backward roll and forward roll</p> <p>2. How Backward be useful in daily life?</p>	<ul style="list-style-type: none"> Learners display the Backward roll for excellence Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils		
	2		Individual Balances: Headstand	<p>By the end of the sub- strand, the learners should be able to:</p> <p>a) name the parts of the body that are used when performing the Headstand for body awareness</p> <p>b) practice performing the Headstand for skill masterly</p>	How can headstand be useful in daily life?	<ul style="list-style-type: none"> Learners watch a video clip on Headstand and observe the placement of hands, forehead and lifting of feet into a headstand Learners in pairs practice the Headstand 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats		
	3		Individual Balances: Headstand	<p>c) play games for fun and enjoyment</p> <p>d) observe rules when performing the Headstand for own and others safety.</p>	How can headstand be useful in daily life?	<ul style="list-style-type: none"> Learners display the Headstand for excellence Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats		
	4		Individual Balances: Headstand	<p>c) play games for fun and enjoyment</p> <p>d) observe rules when performing the Headstand for own and others safety.</p>	How can headstand be useful in daily life?	<ul style="list-style-type: none"> Learners display the Headstand for excellence Play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats		
	5		Handstand	<p>By the end of the sub- strand, the learners should be able to:</p> <p>a) name the parts of the body that are used when performing the Handstand stand for body awareness,</p> <p>b) practice performing the Handstand stand for skill masterly</p>	How can handstand be useful in daily life?		PHE design, field/space, video, check list, exercise books, pens, rubbers bat,		

							first aid kit, pencils, mats		
6	1		Handstand	<p>c) perform Handstand stand for skill masterly</p> <p>d) play games for fun and enjoyment</p>	How can handstand be useful in daily life?	<ul style="list-style-type: none"> Learners watch a video clip on Handstand stand and observe the placement of hands and the forehead Learners in pairs practice the Handstand stand Learners display the Handstand stand for the class 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats		
	2		Handstand	<p>c) observe rules when performing the forward rolls for own and others safety.</p>	How can handstand be useful in daily life?		PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats		
	3		Sequences Two action sequence	<p>By the end of the sub- strand, the learners should be able to:</p> <p>a) describe Two action sequence for skill acquisition</p> <p>b) practice Two action sequence for skill masterly</p>	How can a Two action sequence be used in daily life?	<ul style="list-style-type: none"> learners use technology to find out what is a Two action sequence learners in pairs practice Two action sequence such as pencil roll into egg roll (roll-roll) 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		
	4		Sequences Two action sequence	<p>c) observe rules when performing the Backward rolls for own and others safety</p> <p>d) play games for fun and enjoyment</p>	How can a Two action sequence be used in daily life?	<ul style="list-style-type: none"> learners in pairs practice a sequence with two actions and give each other feedback learners observe safety when performing the sequences 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		

	5		<p>Sequences</p> <p>Two action sequence</p> <p>c) observe rules when performing the Backward rolls for own and others safety d) play games for fun and enjoyment</p>	How can a Two action sequence be used in daily life?	<ul style="list-style-type: none"> learners in pairs practice a sequence with two actions and give each other feedback learners observe safety when performing the sequences 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		
7	1		<p>Sequences</p> <p>Three action sequence</p> <p>By the end of the sub- strand, the learners should be able to:</p> <p>a) describe a Two action sequence for skill acquisition b) practice a three action sequence for skill masterly</p>	How can a Three action sequence be used in daily life?	<ul style="list-style-type: none"> learners use technology to find out what is a Three action sequence learners in pairs practice a Three action sequence . The sequence should have two skills one of them has to be repeated such as squat stand into a forward roll into a squat stand 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		
	2		<p>Sequences</p> <p>Three action sequence</p> <p>c) play games for fun and enjoyment d) observe rules when performing the Two action sequence for own and others safety</p>	How can a Three action sequence be used in daily life?	<ul style="list-style-type: none"> learners in pairs practice a sequence with three actions and give each other feedback learners observe safety when performing the Three action sequence sequences learners play games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		
	3		<p>Sequences</p> <p>Three action sequence</p> <p>c) play games for fun and enjoyment d) observe rules when performing the Two action sequence for own and others safety</p>	How can a Three action sequence be used in daily life?	<ul style="list-style-type: none"> learners in pairs practice a sequence with three actions and give each other feedback learners observe safety when performing the Three action sequence sequences learners play games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards		

	4		<p>Sequences</p> <p>Four action sequence</p>	<p>By the end of the sub- strand, the learners should be able to:</p> <p>a) describe a four-action sequence for skill acquisition</p> <p>b) practice a Four action sequence for skill masterly</p>	<p>How can a four-action sequence be used in daily life?</p>	<ul style="list-style-type: none"> learners use technology to find out what is a four-action sequence learners in pairs practice a four-action sequence that has four actions. The sequence should have two skills but both of them are repeated in the sequence such as handstand into a T-balance into a handstand into a T-balance. 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards</p>		
	5		<p>Sequences</p> <p>Four action sequence</p>	<p>c) play games for fun and enjoyment</p> <p>d) observe rules when performing a Four action sequence for own and others safety</p>	<p>How can a four-action sequence be used in daily life?</p>	<ul style="list-style-type: none"> learners in pairs practice a sequence with four actions in it and give each other feedback learners observe safety when performing four actions sequences learners play games for fun and enjoyment 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards</p>		
8	1		<p>Sequences</p> <p>Four action sequence</p>	<p>c) play games for fun and enjoyment</p> <p>d) observe rules when performing a Four action sequence for own and others safety</p>	<p>How can a four-action sequence be used in daily life?</p>	<ul style="list-style-type: none"> learners in pairs practice a sequence with four actions in it and give each other feedback learners observe safety when performing four actions sequences learners play games for fun and enjoyment 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards</p>		
	2	Swimming	<p>Basic Strokes:</p> <p>Front Crawl</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Identify floating devices from the local environment for body positioning in front crawl</p> <p>b) practice the Front Crawl for skill masterly</p>	<p>1. Why is it important to breathe in out of water and breathe out in water?</p> <p>2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> learners name floating devices in the local environment The learner holds the floater between the legs and practices the arm action 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		

	3		<p>Basic Strokes: Front Crawl</p> <p>By the end of the sub-strand the learner should be able to:</p> <p>a) Identify floating devices from the local environment for body positioning in front crawl</p> <p>b) practice the Front Crawl for skill masterly</p>	<p>1. Why is it important to breathe in out of water and breathe out in water?</p> <p>2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> learners name floating devices in the local environment The learner holds the floater between the legs and practices the arm action 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
	4		<p>Basic Strokes: Front Crawl</p> <p>c) observe rules when performing the front crawl for own and others safety</p> <p>d) play water games for fun and enjoyment</p>	<p>1. Why is it important to breathe in out of water and breathe out in water?</p> <p>2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> The learners hold the floater in their hands and practice the flatter kicks In pairs the learners clasp hands and tow each across the width of the pool while performing the leg action the same for arm 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
	5		<p>Basic Strokes: Front Crawl</p> <p>c) observe rules when performing the front crawl for own and others safety</p> <p>d) play water games for fun and enjoyment</p>	<p>1. Why is it important to breathe in out of water and breathe out in water?</p> <p>2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> The learners hold the floater in their hands and practice the flatter kicks In pairs the learners clasp hands and tow each across the width of the pool while performing the leg action the same for arm 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
9	1		<p>Basic Strokes: Front Crawl</p> <p>e) appreciate the front crawl for water survival,</p>	<p>1. Why is it important to breathe in out of water and breathe out in water?</p> <p>2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> Play water games such as water polo 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		

2		Basic Strokes: Front Crawl	<p>e) appreciate the front crawl for water survival,</p>	<p>1. Why is it important to breathe in out of water and breathe out in water? 2. Why is it important to have the body streamlined in water when swimming?</p>	<ul style="list-style-type: none"> ▪ Play water games such as water polo 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
3		Basic Dives: Crouch Surface Dive	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) describe the Crouch surface dive to in swimming b) demonstrate the Crouch surface dive for skill acquisition c) practice the Crouch surface dive in swimming for skill masterly</p>	<p>Why is it important to learn how to dive into the water?</p>	<ul style="list-style-type: none"> ▪ learners interact with technology to observe the Crouch surface dive ▪ learners individually demonstrate the Crouch surface dive ▪ learners individually practice the Crouch surface dive ▪ learners individually display the Crouch surface dive 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
4		Basic Dives: Crouch Surface Dive	<p>d) observe the pool rules for own and others safety e) play water games using the Crouch surface dive for fun and enjoyment f) appreciate the Crouch surface dive as a skill in swimming</p>	<p>Why is it important to learn how to dive into the water?</p>	<ul style="list-style-type: none"> ▪ learners observe the pool rules to maintain hygiene ▪ learners display the Crouch surface dive to the class 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		
5		Standing Surface Dive	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) describe the Standing surface dive to in swimming b) demonstrate the Standing surface dive for skill acquisition</p>	<p>Why is it important to learn the standing dive in swimming?</p>	<ul style="list-style-type: none"> ▪ Learners interact with technology to observe the Standing surface dive. ▪ Learners individually demonstrate the Standing surface ▪ Learners individually practice the Standing surface dive 	<p>PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap</p>		

10	1		Standing Surface Dive	<ul style="list-style-type: none"> c) practice the Standing surface dive in for skill masterly d) observe the pool rules for own and others safety e) play water games using the Standing surface dive for fun and enjoyment f) appreciate the Standing surface dive as a skill in swimming 	Why is it important to learn the standing dive in swimming?	<ul style="list-style-type: none"> ▪ Learners display the Standing surface learners observe the pool rules to maintain hygiene ▪ Display the Standing surface dive to the class ▪ Learners play water games for fun and enjoyment <p>Note: have a spotter to assist learners who are afraid.</p>	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, coins, oil, soap		
	2	Invasion Games	Frisbee Skills: The Field Of Play	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) draw the frisbee field for field orientation b) identify the equipment used for playing the frisbee game for familiarization c) play games for fun and enjoyment d) appreciate the frisbee field for playing frisbee 	Which other game is similar to frisbee	<ul style="list-style-type: none"> ▪ Learners in groups use technology to familiarize with the frisbee field and to identify the equipment used for playing the frisbee game ▪ Learners individually draw the frisbee field ▪ play games for fun and enjoyment ▪ learners individually appreciate the game of frisbee 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	3		Frisbee Skills: One Handed Ream Catch	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) demonstrate the One-handed rim catch in Frisbee for skill acquisition b) practice the One-handed rim catch in Frisbee for skill masterly 	How can the one-handed catch be used in daily life?	<ul style="list-style-type: none"> ▪ Learners use technology to watch a game of frisbee and observe the One-handed rim catch ▪ Learners individually practice the One-handed rim catch in frisbee ▪ Learners in pairs practice the One-handed rim catch 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	4		Frisbee Skills: One Handed Ream Catch	<ul style="list-style-type: none"> c) observe rules when throwing using the One-handed rim catch in Frisbee for safety d) play games for fun and enjoyment 	How can the one-handed catch be used in daily life? How can the one-handed catch be used in daily life?	<ul style="list-style-type: none"> ▪ Learners in pairs practice the One-handed rim catch ▪ Learners in trees practice the One-handed rim catch 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	5		Frisbee Skills: One Handed Ream Catch	<ul style="list-style-type: none"> e) appreciate the One-handed rim catch in Frisbee as a skill 	How can the one-handed catch be used in daily life?	<ul style="list-style-type: none"> ▪ Learners in groups practice the One-handed rim catch ▪ Learners use drills to practice the one-handed catch in frisbee ▪ Learners play frisbee games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens,		

							rubbers bat, first aid kit,		
11	1		Frisbee Skills: Fore Hand Throw	By the end of the sub-strand, the learner should be able to: a) demonstrate the Fore hand throw for skill acquisition	How can the Fore hand throw be used in daily life?	<ul style="list-style-type: none"> Learners interact with technology to watch a game of frisbee and observe the Fore hand throw in frisbee Learners in pairs practice the Fore hand throw in frisbee 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	2		Frisbee Skills: Fore Hand Throw	b) practice the Fore hand throw for skill masterly c) observe rules when throwing using the Fore hand throw for safety	How can the Fore hand throw be used in daily life?	<ul style="list-style-type: none"> Learners in threes practice the Fore hand throw in frisbee Learners in groups practice the Fore hand throw in frisbee 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	3		Frisbee Skills: Fore Hand Throw	d) play games for fun and enjoyment e) appreciate the Fore hand throw in Frisbee as a skill	How can the Fore hand throw be used in daily life?	<ul style="list-style-type: none"> Learners use drills to practice the Fore hand throw in frisbee Learners play frisbee games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	4		Frisbee Skills: Backhand Throw	By the end of the sub-strand, the learner should be able to: a) demonstrate Backhand throw in frisbee for skill acquisition b) practice the Backhand throw in frisbee for skill masterly	Why is it important to cooperate with each other when playing games?	<ul style="list-style-type: none"> Learners interact with technology to watch a game of frisbee and observe the Backhand throw in frisbee Learners in pairs practice the Backhand throw in frisbee 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	5		Frisbee Skills: Backhand Throw	c) play games for fun and enjoyment d) appreciate the Backhand throw in frisbee as a skill for playing the game	Why is it important to cooperate with each other when playing games?	<ul style="list-style-type: none"> Learners in threes practice the Backhand throw in frisbee Learners in groups practice the Backhand throw in frisbee 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		

12	1		Frisbee Skills: Backhand Throw	<ul style="list-style-type: none"> c) play games for fun and enjoyment d) appreciate the Backhand throw in frisbee as a skill for playing the game 	Why is it important to cooperate with each other when playing games?	<ul style="list-style-type: none"> ▪ Learners use drills to practice the Backhand throw in frisbee ▪ Learners play frisbee games for fun and enjoyment 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	2	Health And Hysical Fitness	Components Of Health Related Fitness :Warm Up And Cool Down	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the term health related fitness to enhance learning b) explain the importance of warmup in exercise readiness c) explain the importance of cool down after exercises for body recovery 	Why is it important to warm up and to cool down before and after exercises ?	<ul style="list-style-type: none"> ▪ The learners in groups use technology to find out the meaning of the terms: <ul style="list-style-type: none"> - health related fitness - warmup - cool down 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	3		Components Of Health Related Fitness :Warm Up And Cool Down	<ul style="list-style-type: none"> d) identify activities that are suitable for body warm and cool down e) list traditional activities that can be used for body warm up and cool down f) observe rules when playing games for own and others safety 	Why is it important to warm up and to cool down before and after exercises ?	<ul style="list-style-type: none"> ▪ Learners in groups discuss the importance of warmup before exercises and cool down after exercises ▪ Learners in groups identify the activities that can be used for; <ul style="list-style-type: none"> - warmup - cool down 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	4		Components Of Health Related Fitness :Warm Up And Cool Down	<ul style="list-style-type: none"> g) Play games for fun and enjoyment h) Appreciate the importance of warm up and cool down activities 	Why is it important to warm up and to cool down before and after exercises ?	<ul style="list-style-type: none"> ▪ Learners in groups discuss traditional activities that can be used for warm up and cool down ▪ Learners play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	5		Human Heart	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) using diagrams locate the position of the human heart for body awareness b) list the functions of the human heart to enhance learning 	<ol style="list-style-type: none"> 1. What is the importance of exercise to the human heart? 2. What are the changes that occur in human body after vigorous exercises? 	<ul style="list-style-type: none"> ▪ Using technology learners in groups find out the position of the human heart ▪ Individually learners find out their heart rate at rest ▪ learners in groups using technology discuss and list the functions of the human heart ▪ In pairs learners engage in a vigorous activity and find out each other's heart rate after the activity 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		

13	1		Human Heart	<p>c) find out the heart rate at rest and after exercise for fitness</p> <p>d) describe the changes that occur in the human body after vigorous exercise</p> <p>e) list the components of health-related fitness to enhance learning</p> <p>f) play games for fun and enjoyment</p> <p>g) appreciate being healthy for daily activities</p>	<p>1. What is the importance of exercise to the human heart?</p> <p>2. What are the changes that occur in human body after vigorous exercises?</p>	<ul style="list-style-type: none"> Learners participate in vigorous activities in groups and discuss the body changes that take place after the activity (heart rate, body temperature, breathing rate among others) In groups learners list the components of health-related fitness 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	2		Cardiorespiratory endurance	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Explain the term Cardiorespiratory endurance to enhance learning</p> <p>b) identify exercises that can be used to develop Cardiorespiratory endurance</p> <p>c) perform exercises that aid in developing Cardiorespiratory endurance for fitness</p>	Why is it important to develop Cardiorespiratory endurance?	<ul style="list-style-type: none"> learners in groups interact with technology to find out what is Cardiorespiratory endurance learners in groups using technology discuss and list the functions of the heart learners in groups discuss and list exercise activities that can develop Cardiorespiratory endurance 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	3		Cardiorespiratory endurance	<p>d) observe rules when playing games for own and others safety</p> <p>e) play games for fun and enjoyment</p> <p>f) appreciate the importance of Cardiorespiratory endurance in daily life</p>	Why is it important to develop Cardiorespiratory endurance?	<ul style="list-style-type: none"> Learners groups practice exercises that aid in developing Cardiorespiratory endurance learners in groups discuss the importance of cardiorespiratory endurance in daily life Learners play games for fun and enjoy and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
	4		Muscular Strength	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the term muscular strength to enhance learning</p> <p>b) identify exercises that assist in developing muscular strength</p> <p>c) perform exercises that aid in developing muscular strength</p>	<p>1. Which exercises can be used to develop muscular strength?</p> <p>2. Why is it important to have strong muscles?</p>	<ul style="list-style-type: none"> learners in groups interact with technology to find out what is muscular strength learners in groups discuss the importance of muscular strength in daily life learners in groups discuss and list exercise activities that increase muscular strength of the arms, legs, 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		

5		Muscular Strength	d) observe rules when playing games for own and others safety e) play games that aid in developing muscular strength for fun and enjoyment f) appreciate the importance of exercise of exercise to the human for healthy living	1. Which exercises can be used to develop muscular strength? 2. Why is it important to have strong muscles?	<ul style="list-style-type: none"> ▪ Learners individually and in groups practice exercises that aid in developing muscular strength for the arms, legs, abdomen, and heart. ▪ Learners individually bring images of people they think have good muscular strength and post them on class bulletin board or wall ▪ Learners play games for fun and enjoyment and observe safety 	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit,		
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14	End Term /Assesment								
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