# **Curriculum Design Movement Activities Grade Two**

Basic movement skills: Locomotor skill: Hopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.1 Locomotor skills: Hopping 12 Lessons	By the end of the sub-strand, the learner should be able to:  a) name the parts of the body that are in use when hopping for body awareness,  b) watch a video clip on grasshoppers hopping for digital literacy,  c) perform hopping in different ways for strength, coordination, endurance, balance and space awareness,  d) practice hopping in different ways for strength, coordination, endurance, balance and excellence,  e) establish relationships through hopping for critical thinking and problem,  f) appreciate hopping for strength, coordination, balance and self-esteem  g) make appropriate play items for creativity and imagination,  h) play simple games for enjoyment, collaboration, and peaceful coexistence,  i) observe rules when playing games for own and others safety.	Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis).  Learners could watch video clips of other learners performing the hop skill.  Practice hopping in different ways by:  Hop in different directions  forward,  backward,  to the right  to the left  Hop in different pathways  circular  straight  curved  zigzag  Hop in different levels  low  medium  high  Learners hop in varying levels and make shapes such as:  square  circle  rectangle  wavy lines  triangles	Mention animals that hop?     Name the parts of the body that are in use when hopping?

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

#### Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

- Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

#### Link to PCIs:

- ESD: DRR: safety and security: when hopping
- · Citizenship: social cohesion: the learners to collaborate when hopping and playing games
- Learner Support Program: sports and games: games that involve the hopping skills
- Health Education: HIV and AIDS: when wounds and cuts occur while hopping report to the teacher do not handle
- Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities

# Links to other learning areas:

- Languages activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through	Suggested assessment: oral questions and practical
application: Learners can perform during prize giving day and academic days.	
Suggested non-formal activities to support learning through application: Learners	Suggested Resources:
collaborate with others and play hop scotch.	<ul> <li>field makers, field, bean bags, ropes,</li> </ul>
	<ul> <li>digital devices such as computer and mobile phones</li> </ul>
	<ul> <li>video clip of learners hopping,</li> </ul>

# Movement Activities Assessment Rubric for Locomotor Skill: Hopping

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some components of fitness	<ul> <li>demonstrates good ability in skill performance</li> <li>The learner rarely exhibits creativity in skill performance</li> <li>the learner demonstrates acquisition of a few components of physical fitness</li> </ul>	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation  The learner observes safety during skill performance and game situation	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul> <li>The learner has positive attitude towards the movement activities and is always in the right attire</li> <li>the learner maximally participates in the lesson and readily accepts corrections</li> <li>the learner willingly contributes to team activities and contributes to peer teaching</li> <li>the learner has exceptional leadership qualities and is a good role model</li> </ul>	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

# Basic movement skills: Locomotor skill: Leaping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.2 Locomotor skills: Leaping 12 lessons	By the end of the sub-strand, the learner should be able to:  a) name the parts of the body that are in use when leaping for body awareness,  b) watch a video clip of the leaping skill for digital literacy,  c) perform leaping in different ways for strength, coordination, endurance and balance,  d) practice leaping in different ways for strength, coordination, endurance, balance and for excellence,  e) establish relationships through leaping for critical thinking and problem,  f) make appropriate play items for creativity and imagination,  g) appreciate leaping for strength, coordination, balance and selfesteem,  h) play simple games for creativity, enjoyment and peaceful coexistence,  i) observe the rules when playing games for own and others safety.	Learners to answer questions on parts of the body that are used for leaping.  Learners could watch videos clips of other learners performing the skill leaping.  practice leaping in different ways by:  leaping different directions  forward,  backward,  to the right  to the left  leaping in different pathways  circular  straight  curved  zigzag  leaping in different levels  low  medium  high  Learners establish relationships such mirroring, under, on, over, though, round and beside.  Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O.  Learners to leap making a combination of levels, pathways.  Learners to play games using the leaping skill  Learners to obey rules as they leap and play games	Name the animals that move around by leaping?     Name the parts of the body used for leaping?

### Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

- 1. Citizenship
- Self-efficacy
- Digital Literacy
- 4. Learning to learn
- 5. Creativity and imagination
- 6. Communication and collaboration
- Critical thinking and problem solving

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- ESD: DRR: safety and security: when playing games
- Citizenship: social cohesion: the learners to collaborate when playing games
- Learner Support Program: sports and games: games that involve leaping skills
- Health Education: HIV and AIDS: when wounds and cuts occur while leaping report to the teacher do not handle
- Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

# Links to other learning areas:

- Language activities
- Hygiene and nutrition
- Environmental activities
- Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

ı	Suggested community service learning activity to support learning through
	application: Learners to perform during prize giving day and AGM.
I	Suggested non-formal physical activities to support learning: Learners collaborate
	with others to play games that involve leaping.

Suggested assessment: oral questions and practical

#### Suggested Resources:

- field makers, field, bean bags, ropes,
- digital devices such as computers and mobile phones
- video clip of learners leaping

# Movement Physical activities Assessment Rubric for Locomotor Skill: Leaping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance.  the learner exhibits creativity by performing the skill in varied ways  the learners demonstrates acquisition of some components of fitness	demonstrates good ability in skill performance The learner rarely exhibits creativity in skill performance the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	The learner is excellent in following instructions during movement activities lesson  The learner is exceptional in following rules during a game situation  The learner readily observes safety during skill performance and game situation	The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation The learner observes safety during skill performance and game situation	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>

3.	Participation,	<ul> <li>The learner has positive</li> </ul>	•	The learner wears the	•	The learner rarely	•	The does not wear the
	behavior	attitude towards the		right attire for movement		wears the right attire		right attire for
	(Affective)	movement activities and is		activities		for the movement		movement activities
		always in the right attire	•	the learner and		activities	•	the learner does not
		<ul> <li>the learner maximally</li> </ul>		participates in the lesson	•	the learner		participates in the
		participates in the lesson		and accepts corrections		demonstrates minimal		lesson nor accept
		and readily accepts	•	the learner contributes		participation in the		corrects
		corrections		to team activities		lesson and reluctantly	•	the does not contributes
		<ul> <li>the learner willingly</li> </ul>	•	the learner has some		accepts corrections		to team activities
		contributes to team		leadership qualities	•	the learner rarely	•	the learner exhibits
		activities and contributes to				contributes to team		poor leadership
		peer teaching				activities		qualities
		<ul> <li>the learner has exceptional</li> </ul>			•	the learner has little		
		leadership qualities and is a				leadership qualities		
		good role model						

Basic movement skills: Locomotor skill: Jumping for distance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic	1.3	By the end of the sub-strand, the learner	<ul> <li>Learners to answer questions on the parts of the</li> </ul>	<ol> <li>name the parts of the</li> </ol>
motor	Locomotor	should be able to:	body that are use when jumping for distance.	body that are used for
skills	Skill:	a) watch a video clip on triple jump for	<ul> <li>Learners to watch video clips of other learners</li> </ul>	jumping
		digital literacy,	jumping for distance or the athletes performing	<ol><li>Which direction is</li></ol>
	Jumping for	b) perform jumping for distance in	the long jump.	easier to jump towards
	distance	different ways for strength,	<ul> <li>learners to be guided on jumping in different</li> </ul>	<ol><li>name insects that move</li></ol>
		coordination, endurance, balance and	ways by:	by jumping
	12 Lessons	space awareness,	<ul> <li>jumping in different directions such as</li> </ul>	
		c) practice jumping for distance in	forward, backward, to the right and left	
		different ways for strength,	<ul> <li>jumping in different pathways such as</li> </ul>	
		coordination, endurance, balance and	circular, straight, curved and zigzag	
		for excellence,	<ul> <li>jumping in different levels such low,</li> </ul>	

d) establish relationships through medium and high jumping for distance for critical o jumping using varying speed such as slowly thinking and problem solving, fast and faster appreciate jumping for distance for Learners to practice jumping for distance using strength, coordination, balance and the following suggested physical activities: o jump and form the letters of the alphabet self-esteem. make appropriate play items for such as L, I, T, S among others creativity and imagination, o jump with legs together or apart play games for enjoyment, o jump with arms in various positions, beside collaboration, and peaceful the body, held forward or backward coexistence. o jump over objects on the ground h) observe the rules when playing the learners to establish relationships such games for own and others safety. mirroring ,under, on ,over, through · Learners cooperate with others and play game that involve jumping for distance Observe rules when playing games involving jumping for distance for own and others safety

#### Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

- 1. Citizenship
- 2. Self-Efficacy
- Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- Critical Thinking and Problem
- 7. Communication and Collaboration

Link to PCIs:	Links to other learning areas:

ESD: DRR: safety and security: when playing games Languages activities Citizenship: social cohesion: the learners to collaborate when playing games Hygiene and Nutrition Learner Support Program: sports and games: games that involve the jumping skill Environmental activities Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the Mathematic activities teacher do not handle • Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in performing physical activities Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love Suggested assessment: oral questions Suggested community service learning activity to support learning through application: Learners to perform during inter school competitions. Suggested non-formal activities to support learning: Learners are involved in Suggested Resources:

field markers, field, bean bags, ropes,

Digital devices such as computer and mobile phones

video clip of learners or athletes performing the Long Jump

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

playing games such as Hop scotch.

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	<ul> <li>The learner demonstrates excellent ability in skill performance.</li> <li>the learner exhibits creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some</li> </ul>	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition
		components of fitness	fitness	physical fitness components	of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>
3.	Participation, behavior (Affective)	The learner has positive attitude towards the movement activities and is always in the right attire the learner maximally participates in the lesson and readily accepts corrections the learner willingly contributes to team activities and contributes to peer teaching the learner has exceptional leadership qualities and is a good role model	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

# Basic movement skills: Non Locomotor skill: Pulling and pushing

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	2.1 Non- Locomotor skills: Pulling and pushing 12 Lessons	By the end of the sub strand, the learner should be able to:  a) watch a video clip on pulling and pushing activities for digital literacy,  b) perform pulling and pushing in different ways for coordination, strength, and endurance,  c) practice pulling and pushing for strength, coordination, balance and self-esteem,  d) establish relationships through pulling and pushing for creativity,  e) appreciate pulling and pushing for strength, endurance and self-awareness,  f) play games for enjoyment, collaboration, and peaceful coexistence,  g) observe rules when pulling and pushing for own and others safety.	<ul> <li>Learners to watch videos clips or picture cut outs of people pulling and pushing.</li> <li>Learners to practice pulling and pushing using the following suggested physical activities:         <ul> <li>Four learners to hold a rope two on either side and pull each other</li> <li>learners push and pull each other into different directions (forward, backwards, left, right)</li> <li>learners push and pull in different levels (high, medium, low)</li> <li>learners push and pull at different speed (slow, fast, faster)</li> </ul> </li> <li>Learners for enjoyment.</li> <li>Learners obey rules when playing games for safety</li> </ul>	How can you move a heavy object from one place to another?     Name the body parts used for pulling and pushing.

# Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

Link to PCIs:	Links to other learning areas:
ESD: DRR: safety and security: when playing games	<ul> <li>Languages activities</li> </ul>
Citizenship: social cohesion: the learners to collaborate when playing games	<ul> <li>Hygiene Nutrition</li> </ul>
<ul> <li>Learner Support Program: sports and games: games that involve pulling and pushing skills</li> </ul>	<ul> <li>environmental activities</li> </ul>
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher de</li> </ul>	not • Mathematic activities
handle	
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involve</li> </ul>	d in
performing physical activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical acti	vities by displaying such values as Integrity,
Respect, Responsibility, Love, Unity, Peace	
Suggested community service learning activities to support learning through application: Learners	Suggested assessment: oral questions and
to perform tug-of-war during the schools Sports Day.	practical
Suggested non-formal activities to support learning: Learners to collaborate with others and play	Suggested Resources:
games that involve pushing and pulling.	<ul> <li>field markers, field, bean bags, ropes,</li> </ul>
	<ul> <li>digital devices such as computers and mobile</li> </ul>
	phones
	<ul> <li>video clip of people pushing and pulling</li> </ul>

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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill	The learner demonstrates	<ul> <li>demonstrates good</li> </ul>	The learner demonstrates	<ul> <li>The learner demonstrates</li> </ul>
	acquisition	excellent ability in skill	ability in skill	average ability in skill	poor ability in skill
	(cognitive)	performance.	performance	performance	performance
		<ul> <li>the learner exhibits</li> </ul>	<ul> <li>The learner rarely</li> </ul>	<ul> <li>the learners does not exhibit</li> </ul>	<ul> <li>the learner does not</li> </ul>
		creativity by performing the	exhibits creativity in skill	creativity in skill	exhibit creativity in skill
		skill in varied ways	performance	performance	performance
		<ul> <li>the learners demonstrates</li> </ul>	<ul> <li>the learner demonstrates</li> </ul>	<ul> <li>the learner demonstrates</li> </ul>	<ul> <li>the learner does not</li> </ul>
		acquisition of some	acquisition of a few	little acquisition of the	demonstrate acquisition
		components of fitness	components of physical	physical fitness components	of the physical fitness
			fitness		components

3.	applies rules when playing games (cognitive and psycho -motor)  Participation	The learner is excellent in following instructions during movement activities lesson  The learner is exceptional in following rules during a game situation  The learner readily observes safety during skill performance and game situation  The learner has positive	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> <li>The learner wears the</li> </ul>	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation The learner rarely wears the	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation  The does not wear the
	behavior (Affective)	attitude towards the movement activities and is always in the right attire  the learner maximally participates in the lesson and readily accepts corrections  the learner willingly contributes to team activities and contributes to peer teaching  the learner has exceptional leadership qualities and is a good role model	right attire for movement activities  the learner and participates in the lesson and accepts corrections  the learner contributes to team activities  the learner has some leadership qualities	right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

#### Basic movement skills: Non-Locomotor Skills: Turning

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	2.2 Non-Locomotor skills: Turning 3 Lessons	By the end of the sub-strand the learner should be able to:  a) watch a video clip of animals playing and turning for digital literacy,  b) perform turning in different ways for agility and self-awareness,  c) practice turning in different ways for agility and space awareness,  d) establish relationships through turning for creativity,  e) appreciate turning for agility and self-awareness,  f) play games for enjoyment, collaboration, and peaceful coexistence,  g) observe rules when playing games for own and others safety.	<ul> <li>learners to watch video clips of animals turning such as donkey's dog's cat's lions.</li> <li>Practice the turning skill by:         <ul> <li>Learners to turn to different directions such as right, left</li> <li>Learners to make, quarter turns, half turns and complete turns (360%)</li> <li>Learners lie on the ground on their back and then turn onto their stomach</li> <li>learners turn using varying levels (low, medium and high) to a given direction</li> <li>learners to pair up and turn to each other as they give a high five</li> </ul> </li> <li>Learners to obey rules for safety.</li> </ul>	Which parts of the body is touching the ground when you lie on the ground and face up?     Name parts of the body that you can turn.

# Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

# Link to PCIs:

- ESD: DRR: safety and security: when playing games
- · Citizenship: social cohesion: the learners to collaborate when playing games
- Learner Support Program: sports and games: games that involve turning skills
- Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher
  do not handle
- Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

# Links to other learning areas:

- English activities
- Hygiene Nutrition
- Environmental activities
- Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through	Suggested assessment: oral questions and practical
application: Learners can perform and dance during the school opening day.	
Suggested non-formal physical activity to support learning through	Suggested Resources:
application: Learners to visit a home for the elderly and entertain them with a	<ul> <li>field markers, field, bean bags, ropes,</li> </ul>
dance.	<ul> <li>Digital devices such as computers and mobile phones</li> </ul>
	video clip of animals turning for example the donkey's dog's cat's and
	lions

#### Movement activities assessment rubric: Locomotor skill: Turning

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul> <li>The learner demonstrates excellent ability in skill performance.</li> <li>the learner exhibits</li> </ul>	demonstrates good     ability in skill     performance     The learner rarely	The learner demonstrates average ability in skill performance the learners does not archibit averaging the learners.	The learner demonstrates poor ability in skill performance the learner does not exhibit executivity in skill.
		<ul> <li>creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some components of fitness</li> </ul>	exhibits creativity in skill performance  the learner demonstrates acquisition of a few components of physical fitness	exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	creativity in skill performance  the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules	<ul> <li>The learner is excellent</li> </ul>	•	The learner is good in	•	The learner is satisfactory	•	The learner is poor in
	when playing	in following instructions		following instructions		in following instructions		following instructions
	games	during movement		during movement		during movement activities		during skill performance
	(cognitive and	activities lesson		activities lesson		lessons	•	The learner does not obey
	psycho -motor)	<ul> <li>The learner is exceptional</li> </ul>	•	the learner is able to	•	The learner rarely obeys		rules during a game
		in following rules during		follow rules during a		rules during a game		situation
		a game situation		game situation		situation	•	The learner does observes
		<ul> <li>The learner readily</li> </ul>	•	The learner observes	•	The learner occasionally		safety during skill
		observes safety during		safety during skill		observes safety during skill		performance and game
		skill performance and		performance and game		performance and game		situation
		game situation		situation		situation		
3.	Participation,	<ul> <li>The learner has positive</li> </ul>	•	The learner wears the	•	The learner rarely wears	•	The does not wear the right
	behavior	attitude towards the		right attire for		the right attire for the		attire for movement
	(Affective)	movement activities and		movement activities		movement activities		activities
		is always in the right	•	the learner and	•	the learner demonstrates	•	the learner does not
		attire		participates in the lesson		minimal participation in		participates in the lesson
		<ul> <li>the learner maximally</li> </ul>		and accepts corrections		the lesson and reluctantly		nor accept corrects
		participates in the lesson	•	the learner contributes		accepts corrections	•	the does not contributes to
		and readily accepts		to team activities	•	the learner rarely		team activities
		corrections		the learner has some		contributes to team	•	the learner exhibits poor
		<ul> <li>the learner willingly</li> </ul>		leadership qualities		activities		leadership qualities
		contributes to team			•	the learner has little		
		activities and contributes				leadership qualities		
		to peer teaching				• •		
		the learner has						
		exceptional leadership						
		qualities and is a good						
		role model						

#### Manipulative skill: Kicking

Strand Sub – Strand Specific learning outcomes Su		Suggested learning experiences	Key inquiry questions	
motor s skills	3.1 Manipulative skills:  Kicking  12 lessons	By the end of the strand the learner should be able to:  a) name the parts of the body that are in use when kicking for body awareness,  b) watch a video clip on a game of soccer and observe kicking for digital literacy,  c) perform kicking in different ways for strength, coordination, endurance, balance and space awareness,  d) practice kicking in different ways for strength, coordination, endurance, balance and for excellence,  e) establish relationships through kicking for critical thinking and problem solving,  f) appreciate kicking for strength, coordination, balance and self-esteem,  g) make appropriate play items for creativity and imagination,  h) play games for enjoyment, collaboration, and peaceful coexistence,  i) observe rules when playing games for own and others safety.	<ul> <li>Learners to name the body parts that are in use when kicking.</li> <li>Learners could be shown video clips of people kicking balls</li> <li>Learners to be guided on kicking in different ways by:         <ul> <li>kicking in different directions such as forward, backward, to right and left</li> <li>kicking in different pathways such as circular, straight, curved and zigzag</li> <li>kicking in different levels such low, medium and high</li> <li>kicking using varying speed such as slowly fast and faster</li> <li>kick the ball and form the letters of the alphabet such as I, L, N, M, K</li> </ul> </li> <li>Learners to make different balls and use them for playing games using the kicking skill.</li> <li>Learners to play modified soccer games.</li> <li>Learners obey rules for safety.</li> </ul>	Name some of the items that are safe to kick     Which parts of the body are used in kicking?

# Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

- 1. Citizenship
- 2. Digital Literacy
- 3. Self-Efficacy

- Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

#### Link to PCIs:

- · ESD: DRR: safety and security: when playing games
- Citizenship: social cohesion: the learners to collaborate when playing games
- Learner Support Program: sports and games: games that involve turning skills
- Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher
  do not handle

Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

#### Links to other learning areas:

- Languages activities
- Hygiene Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity

Suggested community service learning activity: Learners to be taken to the stadium to watch a local team playing a football match.

Suggested non-formal physical activities to support learning: Learners to improvise balls using locally available resources and present them to the teacher.

Suggested assessment: oral questions and practical

#### Suggested Resources:

- field markers, field, bean bags, ropes,
- Digital devices such as computers and mobile phones
- video clip of people kicking the ball into different directions

# Movement Physical activities Assessment Rubric for manipulative Skill: Kicking

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance.  the learner exhibits creativity by performing the skill in varied ways  the learners demonstrates acquisition of some components of fitness	<ul> <li>demonstrates good ability in skill performance</li> <li>The learner rarely exhibits creativity in skill performance</li> <li>the learner demonstrates acquisition of a few components of physical fitness</li> </ul>	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is satisfactory in following instructions during movement activities lessons</li> <li>The learner rarely obeys rules during a game situation</li> <li>The learner occasionally observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>

3.	Participation,	•	The learner has positive	•	The learner wears the right	•	The learner rarely wears the	•	The does not wear the right
	behavior		attitude towards the		attire for movement		right attire for the		attire for movement
	(Affective)		movement activities and is		activities		movement activities		activities
			always in the right attire	•	the learner and	•	the learner demonstrates	•	the learner does not
		•	the learner maximally		participates in the lesson		minimal participation in the		participates in the lesson nor
			participates in the lesson		and accepts corrections		lesson and reluctantly		accept corrects
			and readily accepts	•	the learner contributes to		accepts corrections	•	the does not contributes to
			corrections		team activities	•	the learner rarely		team activities
		•	the learner willingly	•	the learner has some		contributes to team activities	•	the learner exhibits poor
			contributes to team		leadership qualities	•	the learner has little		leadership qualities
			activities and contributes				leadership qualities		
			to peer teaching						
		•	the learner has exceptional						
			leadership qualities and is						
			a good role model						

# Basic movement skills: Manipulative skills: Stopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic	3.2 Manipulative	By the end of the strand the learner should	<ul> <li>Learners to answer questions on the parts</li> </ul>	How can you stop a
motor	skills:	be able to:	of the body that are used for stopping.	kicked ball?
skills		a) name the parts of the body that are in	<ul> <li>Learners could be shown video clips of a</li> </ul>	<ol><li>which body parts are</li></ol>
	Stopping	use when stopping for body awareness,	ball being stopped.	used in kicking the ball
		b) watch a video clip on a game of soccer	<ul> <li>Learners to practice stopping the ball</li> </ul>	
	12 Lessons	and observe stopping for digital literacy,	from different directions such as	
		c) perform stopping in different ways for	<ul> <li>stop from front,</li> </ul>	
		coordination and balance,	- from the side	
		d) practice stopping in different ways for	<ul> <li>stop from the left</li> </ul>	
		coordination, balance and excellence,	<ul> <li>stop from the right</li> </ul>	
		e) establish relationships through stopping	<ul> <li>Learners to pair up and practice stopping.</li> </ul>	
		for critical thinking and problem	<ul> <li>Learners in groups practice stopping.</li> </ul>	

solving, Learners to play games using kicking	
f) appreciate stopping for, coordination, skill.	
balance and self-esteem,   • Learners ton observe safety when play	ing
g) make appropriate play items for games.	
creativity and imagination,	
h) play games for enjoyment collaboration,	
and peaceful coexistence,	
i) observe rules when playing games for	
own and others safety,	

#### Core Competences to be developed:

The learners are expected to acquire the following competences in the process of basic movement skills:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

Link	to	PC	Is:
Lann			

- · ESD: DRR: safety and security: when playing games
- Citizenship: social cohesion: the learners to collaborate when playing games
- Learner Support Program: sports and games: games that involve stopping skills
- Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher
  do not handle
- Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

Links to other learning areas:

- · Languages activities
- Hygiene Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application: Learners to be taken to watch a football match in the local stadium.

Suggested assessment: oral questions and practical

Suggested non-formal physical activity to support learning through application:	Suggested Resources:			
Learners to play a football match using the learnt skills.	<ul> <li>field markers, field, bean bags, ropes,</li> </ul>			
	<ul> <li>Digital devices such as computer and mobile phones</li> </ul>			
	<ul> <li>video clip of football players practicing to stop the ball</li> </ul>			

# Movement Physical activities Assessment Rubric for Manipulative Skill: Stopping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance.  the learner exhibits creativity by performing the skill in varied ways  the learners demonstrates acquisition of some components of fitness	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is satisfactory in following instructions during movement activities lessons</li> <li>The learner rarely obeys rules during a game situation</li> <li>The learner occasionally observes safety during skill performance and game situation</li> </ul>	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation

3.	Participation,	<ul> <li>The learne</li> </ul>	r has positive	<ul> <li>The learner wears the right</li> </ul>	•	The learner rarely wears	•	The does not wear the
	behavior	attitude to		attire for movement		the right attire for the		right attire for
	(Affective)	movement	activities and	activities		movement activities		movement activities
		is always i	n the right	<ul> <li>the learner and participates</li> </ul>	•	the learner demonstrates	•	the learner does not
		attire		in the lesson and accepts		minimal participation in		participates in the lesson
		• the learner	r maximally	corrections		the lesson and reluctantly		nor accept corrects
		participate	s in the lesson	<ul> <li>the learner contributes to</li> </ul>		accepts corrections	•	the does not contributes
		and readily	y accepts	team activities	-	the learner rarely		to team activities
		corrections	s	<ul> <li>the learner has some</li> </ul>		contributes to team	-	the learner exhibits poor
		<ul> <li>the learner</li> </ul>	willingly	leadership qualities		activities		leadership qualities
		contributes	s to team		-	the learner has little		
		activities a	and contributes			leadership qualities		
		to peer tea	ching					
		<ul> <li>the learner</li> </ul>	has					
		exceptiona	al leadership					
		qualities ar	nd is a good					
		role model						

Swimming: Water safety: Signs of drowning

Strand Sub-strand		Specific learning outcome	Suggested learning experiences	Key inquiry question		
2.0 Swimming	2.1 Water Safety:	By the end of the sub-strand, the learner	<ul> <li>Learners to answer questions on items</li> </ul>	<ol> <li>Name items that sink</li> </ol>		
	Signs of drowning	should be able to:	that sink and float in water.	in water		
	6 Lessons	a) name some items that sink and float	<ul> <li>Learners to watch a clip of people</li> </ul>	<ol><li>Have you ever seen a</li></ol>		
		in water for floating awareness,	drowning and role play.	person swimming in		
		b) identify a drowning person for	<ul> <li>Learners to answer questions on why a</li> </ul>	the river or swimming		
		rescue,	person may get into trouble in water: a	pool?		
		c) role play a person drowning for	person may get into trouble in water			
		rescue awareness,	because of;			

(d)	play simple water games for	<ul> <li>not knowing how to swim</li> </ul>
	creativity, enjoyment and peaceful	<ul> <li>becoming tired in the water</li> </ul>
	co-existence,	<ul> <li>becoming suddenly sick</li> </ul>
(e)	observe pool rules for own and others	<ul> <li>getting a muscle cramp</li> </ul>
	safety.	Signs of a person in trouble in water:
		May be holding onto a floating object
		without moving.
		May be trying to swim to safety but
		does not seem to be moving forward.
		The person is calling for help
		The person is struggling to remain
		afloat
		<ul> <li>learners to obey the swimming pool</li> </ul>
		rules

#### Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning swimming skills:

- 1. Citizenship
- Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

#### Link to PCIs:

- · ESD: DRR: safety and security: when playing water games
- Citizenship: social cohesion: the learners to collaborate when playing water games
- Learner Support Program: sports and games: water games
- Health Education: HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle
- · Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in

#### Links to other learning areas:

- Language activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

performing physical activities							
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity,							
Respect, Responsibility, Peace, Love, Unity							
Suggested community service learning activity to support learning through	Suggested assessment: oral questions and practical						
application: Learners can perform during swimming gala in the school.							
Suggested non-formal physical activities to support learning: Learners are	Suggested Resources:						
involved in playing water games.	Swimming pool						
	Floatation devices						
	<ul> <li>Digital devices such as computer and mobile phones</li> </ul>						
	<ul> <li>video clips of people drowning</li> </ul>						

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

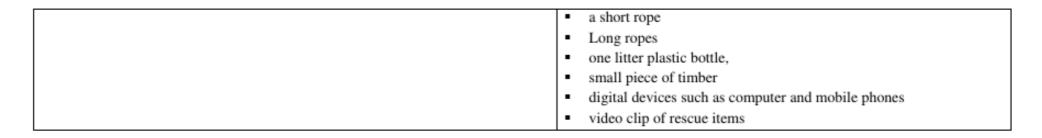
#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some components of fitness	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho -motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>

6.	Participation,	<ul> <li>The learner has positive</li> </ul>	•	The learner wears the	•	The learner rarely wears	•	The does not wear
	behavior	attitude towards the		right attire for		the right attire for the		the right attire for
	(Affective)	movement activities and is		movement activities		movement activities		movement activities
		always in the right attire	•	the learner and	•	the learner demonstrates	•	the learner does not
		<ul> <li>the learner maximally</li> </ul>		participates in the lesson		minimal participation in		participates in the
		participates in the lesson and		and accepts corrections		the lesson and reluctantly		lesson nor accept
		readily accepts corrections	•	the learner contributes		accepts corrections		corrects
		<ul> <li>the learner willingly</li> </ul>		to team activities	•	the learner rarely	•	the does not
		contributes to team activities	•	the learner has some		contributes to team		contributes to team
		and contributes to peer		leadership qualities		activities		activities
		teaching			•	the learner has little	•	the learner exhibits
		<ul> <li>the learner has exceptional</li> </ul>				leadership qualities		poor leadership
		leadership qualities and is a						qualities
		good role model						-

# Swimming: Water safety: Rescuing a drowning person

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.2 Water	By the end of the sub-strand, the	<ul> <li>Learners to name floating techniques that they</li> </ul>	<ol> <li>What would you do if</li> </ol>
	Safety:	learner should:	know.	you saw a person
		a) name any item that may be used	<ul> <li>Learners to name some of the items that can be</li> </ul>	drowning
	Rescuing a	to rescue a drowning person for	used to rescue a drowning person.	2. What items are used
	drowning	rescue awareness,	<ul> <li>Learners to watch picture or clips of various</li> </ul>	to rescue drowning
	person	b) watch a video clip of a water rescue	rescue items that can be thrown to a person who	people from your
		mission for digital literacy,	is drowning.	local environment
	8 Lessons	c) design homemade rescuing devices	<ul> <li>Learners to draw and colour pictures of the</li> </ul>	
		for use in rescuing a drowning	items that can be used to reach out to a person	
		person,	in trouble in water.	
		d) role play rescuing a person who is	<ul> <li>Learners to carry out a project of making</li> </ul>	
		drowning for safety,	homemade, devices that could be thrown to a	
		e) play simple water games for	drowning person such as a five litre Jerrican	

enjoyment, collaboration and att	ached to a short rope at the handle f	for use, a	
	ng rope attached to a one litter plasti		
	e a small piece of timber and attach :	(AC)	
bodies for own and others safety it.		30400 CO 1000	
Core Competences to be Developed:		366	
The learners are expected to acquire the following competences in the process of lea	arning swimming:		
1. Citizenship			
2. Self-Efficacy			
3. Digital Literacy			
Learning to Learn			
5. Creativity and Imagination			
6. Communication and Collaboration			
7. Critical Thinking and Problem solving			
Link to PCIs:		Links to other learning areas:	
<ul> <li>ESD: DRR: safety and security: when playing water games</li> </ul>		<ul> <li>Languages activities</li> </ul>	
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing water ga</li> </ul>	mes	<ul> <li>Hygiene and Nutrition</li> </ul>	
<ul> <li>Learner Support Program: sports and games: water games</li> </ul>		<ul> <li>Environmental activities</li> </ul>	
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing</li> </ul>	water report to the teacher do not	<ul> <li>Mathematic activities</li> </ul>	
handle		<ul> <li>Art and craft activities</li> </ul>	
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the p</li> </ul>	arts of the body involved in		
performing physical activities			
Link to values: Exhibit responsible behaviour that respects self and others during re	novement physical activities by disp	laying such values as Integrity,	
Respect, Responsibility, Unity, Love, Peace	T		
Suggested community service learning activity to support learning through	Suggested assessment: oral ques	tions and practical	
application: Learners to collect the plastic papers and bottles in the school, home			
and community.	1		
Suggested non-formal physical activities to support learning through	Suggested Resources:		
application: Learners improvise floating devices using the locally available.	Swimming pool		
materials	Floatation devices		
	<ul> <li>five litre Jerrican</li> </ul>		



Movement Physical activities Assessment Rubric for Manipulative Skill: Rescuing a drowning person

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation		
	domains						
7.	Motor Skill acquisition (cognitive)	<ul> <li>The learner demonstrates excellent ability in skill performance.</li> <li>the learner exhibits creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some components of fitness</li> </ul>	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components		

8.	applies rules when playing games (cognitive and psycho - motor)	The learner is excellent in following instructions during movement activities lesson The learner is exceptional in following rules during a game situation The learner readily observes safety during skill performance and game situation	The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation  The learner observes safety during skill performance and game situation	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation
9.	Participation, behavior (Affective)	The learner has positive attitude towards the movement activities and is always in the right attire the learner maximally participates in the lesson and readily accepts corrections the learner willingly contributes to team activities and contributes to peer teaching the learner has exceptional leadership qualities and is a good role model	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

#### Swimming; Basic Swimming Skills: Treading water

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.3 Basic Swimming skills;  Treading water  12 Lessons	By the end of the sub-strand, the learner should be able to:  a) explore the different ways of moving in water for water-confidence,  b) watch a video clip of people treading water for digital literacy,  c) perform treading water for endurance, buoyance and for self-esteem,  d) practice treading water for endurance, buoyance and for creativity,  e) appreciate treading water for endurance and buoyance,  f) establish relationships through while treading water for creativity,  g) play simple water games for enjoyment, collaboration and peaceful co-existence,  h) obey pool rules for own and others safety.	<ul> <li>Learners to answer question on ways of moving in water.</li> <li>Learners to watch video clips of people treading water.</li> <li>Learners to practice treading water individually and in groups.</li> <li>Learners to play water games while treading.</li> <li>Observe pool rules safety.</li> </ul>	state some pool rules     Mention the parts of the body that are used for treading

#### Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning swimming:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

Link to PCIs:	Links to other learning areas:
ESD: DRR: safety and security: when playing water games	<ul> <li>Languages activities</li> </ul>

Citizenship: social cohesion: the learners to collaborate when playing games		<ul> <li>Hygiene and Nutrition</li> </ul>
<ul> <li>Learner Support Program: sports and games: water games</li> </ul>		<ul> <li>Environmental activities</li> </ul>
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing not handle</li> </ul>	water report to the teacher do	<ul> <li>Mathematic activities</li> </ul>
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the pa</li> </ul>	rts of the body involved in	
performing physical activities		
Link to Values: Exhibit responsible behaviour that respects self and others during m	novement physical activities by	displaying such values as Integrity,
Respect, Responsibility, Unity, Love, Peace		
Suggested community service learning activities: Learners to visit water bodies	uestions and practical	
in the community and to draw.		
Suggested non-formal physical activities to support learning: Learners to play		
water games while treading.	<ul> <li>Swimming pool</li> </ul>	
	<ul> <li>Floatation devices</li> </ul>	

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

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some components of fitness	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho - motor)	The learner is excellent in following instructions during movement activities lesson The learner is exceptional in following rules during a game situation The learner readily observes safety during skill performance and game situation The learner has positive.	The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation The learner observes safety during skill performance and game situation  The learner wears the right.	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation The learner rarely wears	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation The does not wear the
3.	Participation, behavior (Affective)	<ul> <li>The learner has positive attitude towards the movement activities and is always in the right attire</li> <li>the learner maximally participates in the lesson and readily accepts corrections</li> <li>the learner willingly contributes to team activities and contributes to peer teaching</li> <li>the learner has exceptional leadership qualities and is a good role model</li> </ul>	<ul> <li>The learner wears the right attire for movement activities</li> <li>the learner and participates in the lesson and accepts corrections</li> <li>the learner contributes to team activities</li> <li>the learner has some leadership qualities</li> </ul>	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

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

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question	
2.0 Swimming	2.3 Basic swimming skills: Horizontal float (Back float) 12 Lessons	By the end of the sub-strand the learner should be able to:  a) name some objects that may float in water,  b) perform the horizontal float technique in water for survival,  c) practice floating in water using the horizontal float for excellence,  d) appreciate floating on water in different directions using the horizontal float for survival,  e) play simple water games for enjoyment, collaboration and peaceful co-existence,  f) obey swimming pool rules for own and others safety.	<ul> <li>Learners to name objects that can float in water.</li> <li>Learners to watch video clips of the horizontal float.</li> <li>Learners individually and in pairs to practice the horizontal float.</li> <li>Learners to cooperate while playing simple water games.</li> <li>Learners to obey swimming pool rules for safety.</li> </ul>	name different positions for floating in water     why is it important to float in water	

# Core Competences To Be Developed:

The learners are expected to acquire the following competences in the process of learning swimming:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Learning to Learn
- 4. Creativity and Imagination
- 5. Communication and Collaboration
- 6. Critical Thinking and Problem solving

Link to PCIs:	Links to other learning areas:
<ul> <li>ESD: DRR: safety and security: when playing water games</li> </ul>	<ul> <li>Languages activities</li> </ul>
Citizenship: social cohesion: the learners to collaborate when playing water games	<ul> <li>Hygiene and Nutrition</li> </ul>
<ul> <li>Learner Support Program: sports and games: games that involve water skills</li> </ul>	<ul> <li>Environmental activities</li> </ul>

Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle  Mathematic activities					
Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in					
performing physical activities					
Link to values: Exhibit responsible behaviour that respects self and others during mov	rement physical activities by displaying such values as Integrity,				
Respect, Responsibility, Unity, Love, Peace					
Suggested community service learning activity to support learning through	Suggested assessment: oral questions and practical				
application: Learners to drain stagnant water around the school, home and					
community.					
Suggested non-formal physical activity to support learning through application:	Suggested Resources:				
Learners to join in the schools swimming gala.	<ul> <li>swimming pool</li> </ul>				
	floatation devices				
	<ul> <li>digital devices such as computer and mobile phones</li> </ul>				
	<ul> <li>video clips of the horizontal float</li> </ul>				
	<ul> <li>pebbles</li> </ul>				

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

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some components of fitness	demonstrates good ability in skill performance The learner rarely exhibits creativity in skill performance the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	The learner is excellent in following instructions during movement activities lesson The learner is exceptional in following rules during a game situation The learner readily observes safety during skill performance and game situation	The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation  The learner observes safety during skill performance and game situation	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation
3.	Participation, behavior (Affective)	The learner has positive attitude towards the movement activities and is always in the right attire the learner maximally participates in the lesson and readily accepts corrections the learner willingly contributes to team activities and contributes to peer teaching the learner has exceptional leadership qualities and is a good role model	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities

Citizenship: social cohesion: the learners to collaborate when playing water games Hygiene and Nutrition Learner Support Program: sports and games: games that involve water games Environmental activities Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher Mathematic activities do not handle Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in performing physical activities Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace Suggested community service learning activity: Learners to visit elderly persons Suggested assessment: oral questions and practical in the community and give help. Suggested non-formal activity to support learning through application: Suggested Resources: Learners sing environmental songs related to water theme. field markers, pebbles, ropes, digital devices such as computer and mobile phones video clip of other learners gliding in water

# Movement Physical activities Assessment Rubric for: Basic Swimming Skills: Gliding in Water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
		components of fitness			

2.	applies rules when playing games (cognitive and psycho -motor)	<ul> <li>The learner is excellent in following instructions during movement activities lesson</li> <li>The learner is exceptional in following rules during a game situation</li> <li>The learner readily observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is satisfactory in following instructions during movement activities lessons</li> <li>The learner rarely obeys rules during a game situation</li> <li>The learner occasionally observes safety during skill performance and game situation</li> </ul>	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>
3.	Participation, behavior (Affective)	<ul> <li>The learner has positive attitude towards the movement activities and is always in the right attire</li> <li>the learner maximally participates in the lesson and readily accepts corrections</li> <li>the learner willingly contributes to team activities and contributes to peer teaching</li> <li>the learner has exceptional leadership qualities and is a good</li> </ul>	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	<ul> <li>The does not wear the right attire for movement activities</li> <li>the learner does not participates in the lesson nor accept corrects</li> <li>the does not contributes to team activities</li> <li>the learner exhibits poor leadership qualities</li> </ul>

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	role model		
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#### Gymnastics: Static balance: Back to back balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.1 Static	By the end of the sub- strand, the learner	<ul> <li>Learners to name the parts of the</li> </ul>	<ul> <li>Name parts of the</li> </ul>
	balance:	will be able to:	body that are involved in back to back	body involved in back
		a) name the parts of the body that are	balance.	to back balance
	Back to back	involved in back to back balance,	<ul> <li>Learners to watch video clips of</li> </ul>	<ul> <li>mention any body</li> </ul>
	balance	b) perform back to back balance for	people or other learners performing	balance you know/
		strength,	simple partner balances pictures of	
	3 Lessons	c) practice back to back balance for	the same.	
		strength and creativity,	<ul> <li>Learners in groups to create letter</li> </ul>	
		d) appreciate back to back balance for	shapes T, L and V.	
		strength and self-esteem,	<ul> <li>Learners to perform back to back</li> </ul>	
		e) play games for enjoyment, creativity	balance.	
		and peaceful co-existence,	<ul> <li>Learners to practice back to back</li> </ul>	
		f) observe rules when performing back to	balance.	
		back balance for own and others	<ul> <li>Learners to observe rules as they</li> </ul>	
		safety,	perform gymnastic activities.	

# Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning gymnastic skills:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

Links to other learning areas:

•	ESD: DRR: safety and security: when performing gymnastic displays	•	Languages activities			
•	Citizenship: social cohesion: the learners to collaborate when performing	individual and group gymnastic	•	Hygiene and Nutrition		
	displays		•	Environmental activities		
•	Learner Support Program: sports and games: perform individual and gre	oup gymnastic displays	•	Mathematic activities		
•	Health Education: HIV and AIDS: when wounds and cuts occur while pe	rforming individual and group				
	displays report to the teacher do not handle					
-	Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing t	he parts of the body involved in				
	performing physical activities					
Li	nk to Values: Exhibit responsible behaviour that respects self and others du	ring movement physical activities l	by d	isplaying such values as Integrity,		
R	espect, Responsibility, Unity, Peace, Love					
St	iggested community service learning activity to support learning	Suggested assessment: oral ques	tion	s and practical		
th	rough application: Learners to perform gymnastic displays during the					
sc	hools cultural day.					
St	eggested non-formal activity to support learning: Learners play games	Suggested Resources:				
th	at involve back to back balancing.	<ul> <li>field markers, pebbles, ropes,</li> </ul>				
		<ul> <li>digital devices such as computer and mobile devices</li> </ul>				
		<ul> <li>Learners to watch video clips</li> </ul>	of p	people or other learners performing		
		simple partner balances and s	_			

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

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill	<ul> <li>The learner demonstrates</li> </ul>	<ul> <li>demonstrates good ability</li> </ul>	<ul> <li>The learner demonstrates</li> </ul>	The learner demonstrates
	acquisition	excellent ability in skill	in skill performance	average ability in skill	poor ability in skill
	(cognitive)	performance.	<ul> <li>The learner rarely exhibits</li> </ul>	performance	performance
		<ul> <li>the learner exhibits creativity</li> </ul>	creativity in skill	<ul> <li>the learners does not</li> </ul>	<ul> <li>the learner does not</li> </ul>
		by performing the skill in	performance	exhibit creativity in skill	exhibit creativity in skill
		varied ways	<ul> <li>the learner demonstrates</li> </ul>	performance	performance
		<ul> <li>the learners demonstrates</li> </ul>	acquisition of a few	<ul> <li>the learner demonstrates</li> </ul>	<ul> <li>the learner does not</li> </ul>

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			acquisition of some		components of physical		little acquisition of the		demonstrate acquisition
			components of fitness		fitness		physical fitness		of the physical fitness
							components		components
2.	applies rules	•	The learner is excellent in	•	The learner is good in	•	The learner is satisfactory	•	The learner is poor in
	when playing		following instructions during		following instructions		in following instructions		following instructions
	games		movement activities lesson		during movement		during movement		during skill performance
	(cognitive and	•	The learner is exceptional in		activities lesson		activities lessons	•	The learner does not
	psycho -motor)		following rules during a game	•	the learner is able to	•	The learner rarely obeys		obey rules during a game
			situation		follow rules during a		rules during a game		situation
		•	The learner readily observes		game situation		situation	•	The learner does
			safety during skill	•	The learner observes	•	The learner occasionally		observes safety during
			performance and game		safety during skill		observes safety during		skill performance and
			situation		performance and game		skill performance and		game situation
					situation		game situation		-
3.	Participation,	•	The learner has positive	•	The learner wears the right	•	The learner rarely wears	•	The does not wear the
	behavior		attitude towards the		attire for movement		the right attire for the		right attire for
	(Affective)		movement activities and is		activities		movement activities		movement activities
			always in the right attire	•	the learner and participates	•	the learner demonstrates	•	the learner does not
		•	the learner maximally		in the lesson and accepts		minimal participation in		participates in the lesson
			participates in the lesson and		corrections		the lesson and reluctantly		nor accept corrects
			readily accepts corrections	•	the learner contributes to		accepts corrections	•	the does not contributes
		•	the learner willingly		team activities	•	the learner rarely		to team activities
			contributes to team activities	•	the learner has some		contributes to team	•	the learner exhibits poor
			and contributes to peer		leadership qualities		activities		leadership qualities
	I	1		I		l _	the learner has little	I	
1			teaching			•	the learner has little		
			teaching the learner has exceptional			•			
		•				ľ	leadership qualities		

#### Gymnastics: Static Balances: Wheel barrow balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
Strand 3.0 Gymnastics	Sub-strand 3.2 Static balances: Wheel barrow balance 2 Lessons	By the end of the sub-strand, the learner should:  a) name the parts of the body that are in use when performing the wheel barrow balance for body awareness,  b) perform the wheel barrow balance for strength,  c) practice the wheel barrow balance for strength and creativity,	Learners to answer questions on the parts of the body that are used when performing the wheel barrow balance.      Learners to watch video clips of other learners performing the wheel barrow balance or pictures.      Learners to be guided in	How many types of gymnastic balances do you know     Name the parts of the body involved in body balance
		d) appreciate the wheel barrow balance for strength and creativity, e) play simple games for enjoyment, collaboration, and peaceful co-existence, f) obey rules for own and others safety.	performing the wheel barrow balances.  Learners to pair up and practice the wheelbarrow balance.  Learners to obey rules when performing the wheel barrow balance for own and others safety.	

# Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning gymnastic skills:

- 1. Citizenship
- 2. Self-Efficacy
- 3. Digital Literacy
- 4. Learning to Learn
- 5. Creativity and Imagination
- 6. Communication and Collaboration
- 7. Critical Thinking and Problem solving

Link PCIs:	Links to other learning areas:
<ul> <li>ESD: DRR: safety and security: when performing gymnastic displays</li> </ul>	<ul> <li>Languages activities</li> </ul>

Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays Hygiene and Nutrition activities Learner Support Program: gymnastic displays: perform individual and group gymnastic displays Environmental activities · Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and Mathematic activities displays report to the teacher do not handle Music activities · Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in performing physical activities Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace Suggested community service learning activity to support learning through application: Suggested assessment: oral questions and practical Learner to perform dramatized dance during the prize giving day. Suggested non-formal activity to support learning through application: Learners to play Suggested Resources: cultural games. field markers, pebbles, ropes, digital devices such as computer and mobile phones Learners to watch video clips of other learners

performing the wheel barrow balance or pictures

## Movement Physical activities Assessment Rubric for Gymnastics: Static Balance: Wheel Barrow Balance

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
1.	Motor Skill acquisition (cognitive)	<ul> <li>The learner demonstrates excellent ability in skill performance.</li> <li>the learner exhibits creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some</li> </ul>	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of
		components of fitness	fitness	physical fitness components	the physical fitness components

2.	applies rules	•	The learner is excellent in	•	The learner is good in	•	The learner is satisfactory	•	The learner is poor in
	when playing		following instructions during		following instructions		in following instructions		following instructions
	games		movement activities lesson		during movement		during movement		during skill performance
	(cognitive and	•	The learner is exceptional in		activities lesson		activities lessons	•	The learner does not obey
	psycho -motor)		following rules during a	•	the learner is able to	•	The learner rarely obeys		rules during a game
			game situation		follow rules during a		rules during a game		situation
		•	The learner readily observes		game situation		situation	•	The learner does observes
			safety during skill	•	The learner observes	•	The learner occasionally		safety during skill
			performance and game		safety during skill		observes safety during		performance and game
			situation		performance and game		skill performance and		situation
					situation		game situation		
3.	Participation,	•	The learner has positive	•	The learner wears the	•	The learner rarely wears	•	The does not wear the right
	behavior		attitude towards the		right attire for movement		the right attire for the		attire for movement
	(Affective)		movement activities and is		activities		movement activities		activities
	(,		always in the right attire		the learner and		the learner demonstrates		the learner does not
			the learner maximally		participates in the lesson		minimal participation in		participates in the lesson
			participates in the lesson and		and accepts corrections		the lesson and reluctantly		nor accept corrects
			readily accepts corrections		the learner contributes to		accepts corrections		the does not contributes to
			the learner willingly		team activities		the learner rarely		team activities
			contributes to team activities		the learner has some		contributes to team		the learner exhibits poor
			and contributes to peer	-	leadership qualities		activities	-	leadership qualities
			teaching		readership quanties	١.	the learner has little		readership quanties
		١.	_			-			
		-	the learner has exceptional				leadership qualities		
			leadership qualities and is a						
			good role model						

### Gymnastics: Dynamic balance: Forward roll

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.3 Dynamic Balance:	By the end of the sub- strand, the learners should be able to:  a) name the parts of the body that are in use	<ul> <li>Learners give the directions towards which a person may roll.</li> <li>Learners mention gymnastic rolls</li> </ul>	<ul> <li>Give the directions towards which a person may roll?</li> </ul>
	Forward roll	when performing forward roll for body awareness,	they know.  Learners watch a video clip of	Name any roll you know?
	12 Lessons	<ul><li>b) watch a video clip on forward roll for digital literacy,</li><li>c) perform forward roll in different ways for</li></ul>	other learners performing the forward roll.  Learners perform the forward	
		agility flexibility and balance, d) practice performing the forward roll in different ways for agility, flexibility, balance and for excellence,	roll  Learners to practice the forward roll.  Learners play simple games	
		e) establish relationships through performing the forward roll in different ways for agility, flexibility, balance and for critical thinking and problem solving,	using various rolls.  Learners observe rules when performing rolling activities.	
		<li>f) appreciate performing the forward roll in different ways for agility, flexibility, balance and self-esteem,</li>		
		<li>g) make appropriate play items for creativity and imagination,</li>		
		<ul> <li>play games for enjoyment, creativity, collaboration and peaceful coexistence,</li> </ul>		
	6	<ol> <li>observe rules when performing rolls for own and others safety.</li> </ol>		

#### Core competences to be developed:

The Learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Citizenship

Self-efficacy Digital Literacy Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving Link to PCIs: Links to other learning areas: ESD: DRR: safety and security: when performing gymnastic displays Languages activities Citizenship: social cohesion: the learners to collaborate when performing gymnastic displays Hygiene and Nutrition Learner Support Program: gymnastic displays: performing individual and group gymnastic displays Environmental activities Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do Mathematic activities not handle · Life Skills: self-Esteem: Self -Awareness: knowing myself and knowing the parts of the body involved in performing physical activities Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love, Social justice Suggested community service learning activity to support learning through Suggested assessment: oral questions and practical application: Learners to perform during prize giving day or AGM. Suggested non-formal activity to support learning through application: Suggested Resources:

field makers, bean bags, ropes,

roll

digital devices such as computer and mobile smart phones

Learners watch a video clip of other learners performing the forward

Learners are involved in playing games such as killing 'rats'.

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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	The learner demonstrates excellent ability in skill performance. the learner exhibits creativity by performing the skill in varied ways the learners demonstrates acquisition of some components of fitness	<ul> <li>demonstrates good ability in skill performance</li> <li>The learner rarely exhibits creativity in skill performance</li> <li>the learner demonstrates acquisition of a few components of physical fitness</li> </ul>	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho -motor)	The learner is excellent in following instructions during movement activities lesson The learner is exceptional in following rules during a game situation The learner readily observes safety during skill performance and game situation	<ul> <li>The learner is good in following instructions during movement activities lesson</li> <li>the learner is able to follow rules during a game situation</li> <li>The learner observes safety during skill performance and game situation</li> </ul>	The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation	<ul> <li>The learner is poor in following instructions during skill performance</li> <li>The learner does not obey rules during a game situation</li> <li>The learner does observes safety during skill performance and game situation</li> </ul>

6.	Participation, behavior (Affective)	The learner has positive attitude towards the movement activities and is always in the right attire the learner maximally participates in the lesson and readily accepts corrections the learner willingly contributes to team activities and contributes to peer teaching the learner has	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some leadership qualities		The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely contributes to team activities the learner has little leadership qualities	 The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not contributes to team activities the learner exhibits poor leadership qualities
		to peer teaching		•		

### Gymnastics: Dynamic balances: Wheelbarrow walk

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.4 Dynamic Balances: Wheelbarrow walk 2 Lessons	By the end of the sub-strand, the learner should be able to: a) explore the different ways of moving from one point to the next for self-esteem, b) perform the wheelbarrow walk for strength and balance, c) practice the wheelbarrow walk for strength and balance, d) play simple games for enjoyment creativity, collaboration, and peaceful coexistence, e) obey rules for own and others safety.	<ul> <li>Learners identify ways the body can move from one point to another.</li> <li>Learners in groups to watch video clips of people performing the wheelbarrow walk or observe pictures.</li> <li>Learners to perform the wheelbarrow walk.</li> <li>Learners to practice the wheelbarrow walk in groups.</li> <li>learners to play games for enjoyment</li> <li>Observe the rules when performing the wheelbarrow walk.</li> </ul>	Mention ways in which the body can move on the ground?     Name the parts of the body that touch the ground when performing the wheelbarrow walk?

#### Core competences to be developed:

The Learners are expected to acquire the following competences in the process of learning gymnastic skills:

- 1. Citizenship
- 2. Self-efficacy
- 3. Digital Literacy
- 4. Learning to learn
- 5. Creativity and imagination
- 6. Communication and collaboration
- 7. Critical thinking and problem solving

7. Critical thinking and problem solving								
Link to PCIs:	Links to other learning areas:							
<ul> <li>ESD: DRR: safety and security: performing gymnastic displays</li> </ul>	<ul> <li>Languages activities</li> </ul>							
<ul> <li>Citizenship: social cohesion: the learners to collaborate performing gymna</li> </ul>	stic   Hygiene and Nutrition							
displays	<ul> <li>Environmental activities</li> </ul>							
<ul> <li>Learner Support Program: sports and games: performing individual and</li> </ul>	<ul> <li>Mathematic activities</li> </ul>							

group gymnastic displays	■ music		
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while</li> </ul>			
gymnastic skills report to the teacher do not handle			
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the</li> </ul>			
parts of the body involved in performing physical activities			
Link to values: Exhibit responsible behaviour that respects self and others during me	ovement physical activities by displaying such values as Integrity,		
Respect, Responsibility, Unity, Peace, Love			
Suggested community service learning activity: Learners to plant trees around	Suggested assessment: oral questions and practical		
the school, home and community.			
Suggested non-formal physical activities to support learning: Learners can	Suggested Resources:		
recite poems related to the environment.	<ul> <li>field makers, field, bean bags, ropes,</li> </ul>		
	<ul> <li>digital devices such as computer and mobile smart phones</li> </ul>		
	<ul> <li>video clips of people performing the wheelbarrow walk or observe</li> </ul>		
	pictures		

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

#	Rubric Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation	
	domains					
7.	Motor Skill acquisition (cognitive)	<ul> <li>The learner demonstrates excellent ability in skill performance.</li> <li>the learner exhibits creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some components of fitness</li> </ul>	demonstrates good ability in skill performance     The learner rarely exhibits creativity in skill performance     the learner demonstrates acquisition of a few components of physical fitness	The learner demonstrates average ability in skill performance the learners does not exhibit creativity in skill performance the learner demonstrates little acquisition of the physical fitness components	The learner demonstrates poor ability in skill performance the learner does not exhibit creativity in skill performance the learner does not demonstrate acquisition of the physical fitness components	

8.	applies rules	•	The learner is excellent in	•	The learner is good in	•	The learner is satisfactory	•	The learner is poor in
о.					_		•		-
	when playing		following instructions		following instructions		in following instructions		following instructions
	games		during movement activities		during movement		during movement		during skill performance
	(cognitive and		lesson		activities lesson		activities lessons	•	The learner does not obey
	psycho -motor)	•	The learner is exceptional in	•	the learner is able to	•	The learner rarely obeys		rules during a game
			following rules during a		follow rules during a		rules during a game		situation
			game situation		game situation		situation	•	The learner does observes
		•	The learner readily observes	•	The learner observes		The learner occasionally		safety during skill
			safety during skill		safety during skill		observes safety during		performance and game
			performance and game		performance and game		skill performance and		situation
			situation		situation		game situation		Situation
									771 I
9.	Participation,	•	The learner has positive	•	The learner wears the right	•	The learner rarely wears	•	The does not wear the
	behavior		attitude towards the		attire for movement		the right attire for the		right attire for movement
	(Affective)		movement activities and is		activities		movement activities		activities
			always in the right attire	•	the learner and participates	-	the learner demonstrates	•	the learner does not
		•	the learner maximally		in the lesson and accepts		minimal participation in		participates in the lesson
			participates in the lesson and		corrections		the lesson and reluctantly		nor accept corrects
			readily accepts corrections		the learner contributes to		accepts corrections		the does not contributes to
			the learner willingly		team activities		the learner rarely		team activities
		-		_		-	•	_	
			contributes to team activities	•	the learner has some		contributes to team	•	the learner exhibits poor
			and contributes to peer		leadership qualities		activities		leadership qualities
			teaching			•	the learner has little		
		•	the learner has exceptional				leadership qualities		
			leadership qualities and is a						
			good role model						