# **Curriculum Design Movement Activities Grade Three**

Basic movement skills: Locomotor Skill: Skipping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	1.1 Locomotor skill:  Skipping  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 skipping for body awareness,  b) watch a video clip on skipping for digital literacy,  c) perform skipping in different ways for strength, coordination, endurance and balance,  d) practice skipping in different ways for strength, coordination, endurance, balance and for excellence,  e) establish relationships through skipping for critical thinking and problem solving,  f) appreciate skipping for strength, coordination, balance and selfesteem  g) make appropriate play items for creativity and imagination,  h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,  i) observe rules when playing games for own and others safety.	<ul> <li>Learners to answer questions on the parts of the body in use when skipping.</li> <li>Learners in groups to watch a video clip of people skipping.</li> <li>Learners to practice Skipping in different ways by: <ul> <li>skip in different directions</li> <li>forward,</li> <li>backward,</li> <li>to the right</li> <li>to the left</li> <li>skip in different pathways</li> <li>circular</li> <li>straight</li> <li>curved</li> <li>zigzag</li> <li>skip in different levels</li> <li>low</li> <li>medium</li> <li>high</li> <li>learners to skip in varying tempo such as slowly, moderate and fast and make shapes(</li></ul></li></ul>	Name physical activities that can be performed using a rope?

	Learners to make a combination of pathways, tempo and skip. Learners to play games the skipping. Learners to obey rules as they skippings.	at involve
Core Competences to be Developed:		·
The Learners are expected to acquire the following competences in the process of le	earning basic movement skills:	
1. Citizenship		
2. Self-efficacy		
3. Digital Literacy		
Learning to learn		
Creativity and imagination		
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 games</li> </ul>		<ul> <li>Languages activities</li> </ul>
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing games</li> </ul>		<ul> <li>Hygiene nutrition</li> </ul>
<ul> <li>Learner Support Program: sports and games: games that involve skipping sk</li> </ul>	ills	<ul> <li>Environmental activities</li> </ul>
		Environmental activities
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing</li> </ul>		Mathematics activities
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing not handle</li> </ul>		
•	g games report to the teacher do	
not handle	g games report to the teacher do	
not handle  Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the p	g games report to the teacher do earts of the body involved in	<ul> <li>Mathematics activities</li> </ul>
not handle  Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the performing physical activities  Link to values: Exhibit responsible behaviour that respects self and others during p	g games report to the teacher do earts of the body involved in	Mathematics activities  such values as Integrity, Respect,
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the performing physical activities</li> <li>Link to values: Exhibit responsible behaviour that respects self and others during presponsibility, Love, Unity ,Peace</li> <li>Suggested Community Service Learning activity to support learning through application: Learners to make ropes and display them during parents meeting.</li> </ul>	g games report to the teacher do earts of the body involved in physical l activities by displaying	Mathematics activities  such values as Integrity, Respect,
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the performing physical activities</li> <li>Link to values: Exhibit responsible behaviour that respects self and others during presponsibility, Love, Unity ,Peace</li> <li>Suggested Community Service Learning activity to support learning through application: Learners to make ropes and display them during parents meeting.</li> <li>Suggested non-formal activity to support learning through application:</li> </ul>	g games report to the teacher do earts of the body involved in chysical I activities by displaying  Suggested assessment: oral que Suggested Resources:	Mathematics activities  such values as Integrity, Respect, estions and practical
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the performing physical activities</li> <li>Link to values: Exhibit responsible behaviour that respects self and others during presponsibility, Love, Unity ,Peace</li> <li>Suggested Community Service Learning activity to support learning through application: Learners to make ropes and display them during parents meeting.</li> </ul>	g games report to the teacher do earts of the body involved in ohysical I activities by displaying  Suggested assessment: oral que	Mathematics activities  such values as Integrity, Respect, estions and practical gs, ropes,

video clips of people skipping

Movement Physical activities Assessment Rubric for Locomotor Skill: Skipping

#	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>	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	right attire for movement activities • the learner and participates in the lesson and accepts corrections	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: Galloping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.2 Locomotor skill: Galloping 12 Lessons	By the end of the sub-strand, the learner should be able to:  a) watch a video clip on horses galloping for digital literacy,  b) perform galloping in different ways for strength, coordination, endurance and balance,  c) practice galloping in different ways for strength, coordination, endurance, balance and for excellence,  d) establish relationships through galloping for critical thinking and problem solving,	Learners to answer questions on the animals that gallop. Learners watch a video of the animals that gallop. Learners to practice galloping in different ways by: gallop in different directions forward, backward, to the right to the left gallop in different pathways circular straight curved	Name the animals that gallop?     How can you use the skill gallop in your daily life?

e) appreciate galloping for strength, coordination, balance and self-esteem,  f) make appropriate play items for creativity and imagination,  g) play simple games for enjoyment and peaceful coexistence,  h) observe the rules when playing games for own and others safety.	<ul> <li>zigzag</li> <li>gallop in different levels</li> <li>low</li> <li>medium</li> <li>high</li> <li>Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc:</li> <li>Learners establish relationships such as under mirroring etc.</li> <li>Learners in groups to gallop and make letters of the alphabet such as such as C, I, L, O,</li> <li>Learners in groups to gallop and make numbers such as 7, 6, 3.</li> <li>Learners to make a combination of levels, pathways, tempo and gallop.</li> <li>Learners to play games that involve galloping.</li> <li>Learners to obey rules as they gallop and play games.</li> </ul>
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#### 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. Learning to learn
- 4. Digital Literacy
- 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: when playing games</li> </ul>	<ul> <li>Languages activities</li> </ul>					
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing games</li> </ul>	<ul> <li>Hygiene Nutrition</li> </ul>					
<ul> <li>Learner Support Program: sports and games: games that involve walking 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 t</li> </ul>	he teacher do not	<ul> <li>Mathematic activities</li> </ul>
handle		
Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the	body involved in	
performing physical activities		
Links to Values: Exhibit responsible behaviour that respects self and others during physical	ctivities by displaying s	uch values as Integrity, Respect,
Responsibility, Unity, Love, Peace		
Suggested community service learning activity to support learning through	Suggested assessment	t: oral questions and practical
application: Learners can perform during prize giving day and AGM		
Suggested non-formal activity to support learning through application: Learners can be	Suggested Resources:	
taken to watch athletic championship in the community stadium.	, bean bags, ropes,	
	h as mobile smart phones	
	<ul> <li>video clips of peop</li> </ul>	ole galloping

Movement Physical activities Assessment Rubric for the Locomotor Skill: Galloping

#	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)	The learner is excellent in following instruction 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
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 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

Locomotor skills: Dodging

Strand	Sub - strand Specific learning outcomes S		Suggested learning experiences	Key inquiry questions	
.0 Basic notor skills	1.3 Locomotor skills:  Dodging  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 dodging for body awareness,  b) watch a video clip on a game of Netball and observe dodging for digital literacy,  c) perform dodging in different ways for strength, coordination, endurance and balance,  d) practice dodging in different ways for strength, coordination, endurance, balance and for excellence,  e) establish relationships while dodging for critical thinking and problem solving,  f) appreciate dodging for strength, coordination, balance and selfesteem,  g) make appropriate play items for creativity and imagination,  h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,  i) obey rules when playing games for own and others safety,	Learners to answer questions on the games where the dodging skill is used.  Learners to watch video clips of a netball game and to make observation on dodging.  Learners to practice dodging in different ways by:  dodging in different directions  forward,  backward,  to the right  to the left  dodging in different pathways  circular  straight  curved  zigzag  dodging in different levels, slowly moderate and fast  Learners to play games while using the skill galloping  Learners to obey rules as they gallop and play games.	Mention games that you can play using dodging?     What do you do to avoid being hit by a kicked ball?	

#### 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

<ol><li>Critical thinking and problem solving</li></ol>						
Link to PCIs:	Links to other learning areas:					
<ul> <li>ESD: DRR: safety and security: when playing games</li> </ul>	<ul> <li>Languages activities</li> </ul>					
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing games</li> </ul>	<ul> <li>Hygiene and Nutrition</li> </ul>					
<ul> <li>Learner Support Program: sports and games: games that involve walking 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 do not</li> </ul>	<ul> <li>Mathematics activities</li> </ul>					
handle						
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in</li> </ul>						
performing physical activities						
Link to values: exhibit responsible behaviour that respects self and others during physical activities by displaying such values as integrity, respect,						
responsibility, unity, love, peace	9700 W 1000					

Suggested community service learning activity to support learning through suggested assessment: oral questions and practical application: Learners to take part in the Freedom from Hunger Walk event Suggested non-formal physical activities to support learning: Learners to make balls Suggested Resources: and bean bags from the locally available materials. field makers, field, bean bags, ropes,

Movement Physical activities Assessment Rubric for the Locomotor Skill: Dodging

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	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
8.	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	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
		good role model			qualities

## Locomotor skill: Sliding

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic	1.4 Locomotor	By the end of the sub-strand, the learner	<ul> <li>Learners to answer questions on the</li> </ul>	How can you use the
Motor Skills	skill:	should be able to:	parts of the body that are in use	skill sliding (side gallop)
		a) explore sliding in different ways for	when sliding.	in your daily routine?
	Sliding	body awareness,	<ul> <li>Learners watch a video clip of the</li> </ul>	Name animals that slid
	12 lessons	b) watch a video clip of people sliding	animals that slide.	for movement?
	12 10350113	for digital literacy,	<ul> <li>Learners to practice sliding in</li> </ul>	
		c) perform sliding in different ways for	different ways by:	
		strength, coordination, endurance and	<ul> <li>gallop in different directions</li> </ul>	
		balance,	- forward,	
		d) practice sliding in different ways	- backward,	
		for strength, coordination, endurance,	- to the right	
			- to the left	

balance and for excellence. slide in different pathways e) establish relationships through sliding circular - straight for critical thinking and problem, curved f) appreciate sliding for strength, zigzag coordination, balance and selfslide in different levels esteem. low g) make appropriate play items for medium creativity and imagination, high Learners to establish relationships h) play simple games for enjoyment, such as under, on, through, round, creativity, collaboration, and between, sideways etc. peaceful coexistence, · Learners in groups to slide and make i) observe the rules when playing games letters of the alphabet such as such for own and others safety, as O, N, T, W, Y. · Learners in groups to slide and make numbers, 5, 6, 7, 8. · Learners to make a combination of levels, pathways, tempo and slide. · Learners to play games that involve sliding. Learners to obey rules for 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
- 3. Digital Literacy
- 4. Learning to learn
- 5. Creativity and imagination
- 6. Communication and collaboration
- Critical thinking and problem solving

Link to PCIs:	Links to other learning areas:
<ul> <li>ESD: DRR: safety and security: when playing games</li> </ul>	<ul> <li>Languages activities</li> </ul>
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing games</li> </ul>	<ul> <li>Hygiene Nutrition</li> </ul>

<ul> <li>Learner Support Program: sports and games: games that involve walking skills</li> </ul>	<ul> <li>Environmental activities</li> </ul>
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the</li> </ul>	teacher • Mathematic activities
do not handle	
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body invo</li> </ul>	olved in
performing physical activities	
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by	displaying such values as Integrity, Respect,
Responsibility, Unity, Love Peace	
Suggested community service learning activity to support learning through application: Learners	Suggested assessment: oral questions and practical
to pay a visit to the chief and learn about his responsibilities in the community.	
Suggested non-formal activity to support learning through application: Learners to watch video	Suggested Resources:
clips of people skating.	<ul> <li>field makers, pebbles ropes,</li> </ul>
	<ul> <li>digital devices such as smart phones</li> </ul>
	<ul> <li>video clips of animals that slide such as the seal</li> </ul>

## Movement Physical activities Assessment Rubric for the Locomotor Skill: Sliding

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
	domains				
10.	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</li> </ul>	demonstrates good ability in skill performance The learner rarely exhibits creativity in skill performance the learner demonstrates acquisition of a few	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 fitness	components of physical fitness	physical fitness components	of the physical fitness components

11		The learner is excellent in	The learner is good in	- The learner is setisfactors:	- The learner is need in
11.	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>
12.	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 Motor Skill: Non Locomotor skill: Twisting

Strand	Sub - strand	Specific learning outcomes	Suggested learning	Key inquiry questions
			experiences	
1.0 Basic motor skills	1.5 Non-locomotor: Twisting 5Lessons	By the end of the sub-strand, the learner should be able to:  a) explore twisting in different ways for body awareness,  b) watch a video clip of ballet dancers for digital literacy,  c) perform twisting in different ways for strength, coordination, endurance and balance,  d) practice twisting in different ways for strength, coordination, endurance, balance and for excellence,  e) establish relationships through twisting for critical thinking and problem,  f) appreciate twisting for strength, coordination, balance and self-esteem,  g) make appropriate play items for creativity and imagination,  h) play simple games for creativity, collaboration enjoyment and peaceful coexistence,  i) obey rules when playing games for own and others safety,	<ul> <li>Learners to watch video clips of ballet dancers.</li> <li>Learners to practice twisting individually and in groups.</li> <li>Learners participate in twisting activities.</li> <li>Observe rules for safety</li> </ul>	Which parts of the body can twist     Name an activity that involves twisting?

## 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

Learning to learn 5. Creativity and imagination 6. Communication and collaboration Critical thinking and problem solving Link to PCIs: Links to other learning areas: ESD: DRR: safety and security: when playing games Languages activities Hygiene and Nutrition Citizenship: social cohesion: the learners to collaborate when playing games Learner Support Program: sports and games: games that involve walking skills Environmental activities Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not Mathematic activities 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 physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace Suggested community service learning activity: Learners can perform a dance during the school closing Suggested assessment: oral questions and practical ceremony. Suggested non-formal activity to support learning through application: Learners can engage in signing Suggested Resources: field makers, field, bean bags, ropes, games for enjoyment. digital devices such as smart mobile phones video clips of ballet dancers

Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Twisting

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	domains  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>	<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>	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. Partic behav (Affect		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 right attire for the movement activities	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
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#### basic movement skills: Manipulative skill: Striking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor	1.6 Manipulative	By the end of the sub-strand, the learner	<ul> <li>Learners answer questions on the parts</li> </ul>	Which parts of the
skills	skills:	should be able to:	of the body that are used for striking.	body is used for
		<ul> <li>a) watch a video clip of cricket players</li> </ul>	<ul> <li>Learners to watch a video clip of</li> </ul>	striking?
	Striking	and observe striking for digital	game where the striking skill is	
		literacy,	performed such as rounder and cricket.	Name a game where
	12 Lessons	<ul> <li>b) perform striking in different ways</li> </ul>	<ul> <li>practice striking in different ways by:</li> </ul>	the striking skill is
		for strength, coordination, endurance	<ul> <li>striking in different directions such</li> </ul>	used?
		and balance,	as forward, backward, to right and	
		<ul> <li>c) practice striking in different ways</li> </ul>	left	
		for strength, coordination,	<ul> <li>striking sideways</li> </ul>	
		endurance, balance and for	<ul> <li>strike in different levels such as</li> </ul>	
		excellence,	low, medium and high	
		<ul> <li>d) establish relationships through</li> </ul>	<ul> <li>strike an object to varying distances</li> </ul>	
		striking for critical thinking and	such as near, far	
		problem solving,		

e) appreciate striking for strength, coordination, balance and self- esteem, f) make appropriate play items for creativity and imagination, g) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety.	Learners to play games that involve striking.  Learners to observe rules as they play games.
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#### Core Competences to be Developed:

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

- 1. Self-efficacy
- 2. Citizenship
- 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 walking 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 and Nutrition
- · Environmental activities
- Mathematic activities

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

Suggested community service learning activity to support learning through application: The learners to make bats for striking and display during the schools cultural day.

Suggested assessment: oral questions and practical

Suggested non-formal activity to support learning: The learners improvise bats from the local	y St	uggested Resources:
available materials and present them to the teacher	•	field makers, pebbles, ropes,
	-	digital devices such as computers and smart mobile
		phones
	-	video clip of games where the striking skill is used
		such as rounder and cricket

Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Striking

#	ement Physical ac Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
"		Exceeding expectation	Wreeting expectation	Approaching expectation	Delow expectation
	domains				
1.	Motor Skill	<ul> <li>The learner demonstrates</li> </ul>	<ul> <li>demonstrates good</li> </ul>	<ul> <li>The learner demonstrates</li> </ul>	<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 creativity by</li> </ul>	<ul> <li>The learner rarely</li> </ul>	<ul> <li>the learners does not</li> </ul>	<ul> <li>the learner does not</li> </ul>
		performing the skill in varied	exhibits creativity in	exhibit creativity in skill	exhibit creativity in skill
		ways	skill performance	performance	performance
		<ul> <li>the learners demonstrates</li> </ul>	the learner	the learner demonstrates	the learner does not
		acquisition of some components	demonstrates	little acquisition of the	demonstrate acquisition
		of fitness	acquisition of a few	physical fitness	of the physical fitness
		of fittiess	components of	components	components
			physical fitness	components	Components
_	annlies miles	The learner is excellent in	The learner is good in	The learner is satisfactory	The learner is poor in
2.	applies rules		_	,	The real net 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	<ul> <li>The learner is exceptional in</li> </ul>	activities lesson	activities lessons	<ul> <li>The learner does not obey</li> </ul>
	psycho -motor)	following rules during a game	<ul> <li>the learner is able to</li> </ul>	<ul> <li>The learner rarely obeys</li> </ul>	rules during a game
		situation	follow rules during a	rules during a game	situation
		<ul> <li>The learner readily observes</li> </ul>	game situation	situation	<ul> <li>The learner does observes</li> </ul>
		safety during skill performance	<ul> <li>The learner observes</li> </ul>	<ul> <li>The learner occasionally</li> </ul>	safety during skill
		and game situation	safety during skill	observes safety during	performance and game
			performance and game	skill performance and	situation
			situation	game situation	

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

# Manipulative skills: Punting

Strand	Sub - strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.7 Manipulative skills: Punting 12 Lessons	By the end of the sub-strand, the learner should be able to:  a) watch a video clip of soccer players punting for digital literacy,  b) perform punting in different ways for coordination, endurance and balance,  c) practice punting in different ways for coordination, endurance, balance and for excellence,  d) establish relationships through punting for critical thinking and problem solving,	<ul> <li>Learners answer questions on the parts of the body that are used for punting.</li> <li>learners to watch a video clip on of a game where punting is used such as football.</li> <li>practice punting in different directions such as forward, left and right.</li> <li>Learners to play games that involve punting such as a minor game of soccer.</li> <li>Learners to observe rules as they punt and play games.</li> </ul>	Mention the part of the body used for punting     Name a game where punting is used?

e) appreciate punting for strength,							
Core Competences to be Developed:							
	wing 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							
<ol><li>Critical thinking and problem solving</li></ol>							
<ol><li>Communication and collaboration</li></ol>							
Link to PCIs:		Links to other learning areas:					
<ul> <li>ESD: DRR: safety and security: when p</li> </ul>	laying games	<ul> <li>Languages activities</li> </ul>					
<ul> <li>Citizenship: social cohesion: the learners</li> </ul>	Citizenship: social cohesion: the learners to collaborate when playing games						
<ul> <li>Learner Support Program: sports and g</li> </ul>	Learner Support Program: sports and games: games that involve punting skills						
Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher  • Mathematic activities							

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

Suggested community service learning activity to support learning through: Learners to visit a nearby school for a friendly match.

Sug practice support learning through: Learners to visit a practice support learners to visit a practice sup

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

do not handle

performing physical activities

Suggested assessment: oral questions and practical

Suggested non-formal physical activity to support learning through application: Learners to use	Suggested Resources:
the locally available materials and make ball for use in games.	<ul> <li>field makers, field, bean bags, ropes,</li> </ul>
	<ul> <li>digital devices such as smart mobile phones</li> </ul>
	<ul> <li>video clip of a soccer game when punting is</li> </ul>
	in use

## Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Punting

#	Rubric	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 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
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	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

and contributes to peer teaching leadership qualities activities activities	3.	Participation, behavior (Affective)	<ul> <li>the learner has exceptional leadership qualities and is a</li> </ul>	attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to team activities the learner has some	<ul> <li>the learner has little</li> </ul>	<ul> <li>the learner exhibits poor leadership</li> </ul>
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## Basic Motor Skills: Manipulative skill: Dribbling

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic	1.8 manipulative	By the end of the sub-strand, the learner should	<ul> <li>Learners answer questions on the</li> </ul>	<ol> <li>Which directions can</li> </ol>
motor skills	skills: Dribbling 12 lessons	be able to:  a) watch a video clip of soccer game and observe dribbling for digital literacy,  b) perform dribbling in different ways for coordination, endurance and balance,  c) practice dribbling in different ways for coordination, endurance, balance and for excellence,  d) establish relationships through dribbling for critical thinking and problem,  e) appreciate dribbling for strength, coordination, balance and self-esteem,  f) make appropriate play items for creativity and imagination,	parts of the body that are used for dribbling.  Learners to watch a video clip on a soccer game and observe as the ball is being dribbled.  Learners to practice dribbling in different ways by:  dribbling in different directions such as forward, to the right and left  dribbling in different pathways such as circular, straight, zigzag and circles  dribble objects to varying distances such as near, far	you dribble easily?  2. which part of the body is used for dribbling?  3. Name a game where dribbling is used?

collaboration, enjoyment and peaceful coexistence,  h) obey rules when playing games for own and others safety.  and Lear invo	rners to dribble individually in groups. rners to play games that elve dribbling. erve the rules when dribbling own and others safety.						
Core Competences to be Developed:							
The Learners are expected to acquire the following competences in the process of learning basic n	novement skills:						
1. Self-efficacy							
2. Citizenship							
3. Digital Literacy							
Learning to learn							
<ol><li>Creativity and imagination</li></ol>							
<ol><li>Critical thinking and problem solving</li></ol>							
7. Communication and collaboration							
Link to PCIs:	Links to other learning areas:						
<ul> <li>ESD: DRR: safety and security: when playing games</li> </ul>	<ul> <li>Languages activities</li> </ul>						
<ul> <li>Citizenship: social cohesion: the learners to collaborate when playing games</li> </ul>	<ul> <li>Hygiene and Nutrition</li> </ul>						
<ul> <li>Learner Support Program: sports and games: games that involve dribbling skills</li> </ul>	<ul> <li>Environmental activities</li> </ul>						
• Health Education: HIV and AIDS: when wounds and cuts occur while playing games report	to the teacher do   Mathematic activities						
not handle							
. Life Skills: self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body	y involved in						
performing physical activities							
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love							
Suggested community service learning activity to support learning through application: Lea	rners   Suggested assessment: oral questions and practical						
to make play items for display during AGM and academic days.							
Suggested non-formal activity to support learning through application: Learners to cooperate	00						
others in playing soccer and use dribbling as the main skill.	<ul> <li>field makers, field, bean bags, ropes,</li> </ul>						
	- 41-14-1 41-1						

· digital devices such as computers and smart

· video clip of a soccer games where the

dribbling is being used

phones

Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Dribbling

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

Swimming: Water Safety: Heat Escape Lessening Position (H.E.L.P)

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.1 Water safety: H.E.L.P 6 Lessons	By the end of the sub- strand, the learner should be able to:  a) name a floating technique that you know for self- esteem,  b) watch a video clip of people in the H.E.L.P position for digital literacy,  c) perform H.E.L.P for –survival,  d) practice H.E.L.P for survival,  e) appreciate H.E.L.P for rescue,  f) make relationships while in water for creativity and imagination,  g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence,  h) obey the swimming pool rules for own and others safety.	Learners to name floating techniques that they know.  Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P).  Learners to watch a video clip of the H.E.L.P in water.  Learners to practice H.E.L.P.  Learners to state the importance of H.E.L.P in water such as:  Huddling with other people in the water lessens the loss of body heat  Huddle Position in water is good for morale and rescuers can spot a group more easily than an individual  Learners to observe swimming pool rules for safety	State pool rules that you know?     State a floating technique that you know.

#### Core Competences to be Developed:

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

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

#### Link to PCIS and values:

#### 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 walking skills
- Health Education: HIV and AIDS: when wounds and cuts occur while playing game 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 and Nutrition
- Environmental activities
- Mathematic activities

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

Suggested community service learning activity to support learning through application: Learners to plant trees around the water bodies in the community. Suggested assessment: oral questions and practical

# Suggested non-formal activities to support learning through application: Learners to visit a swimming gala organised in the community.

#### Suggested Resources:

- field makers, bean bags, ropes,
- digital devices such as computer and smart phones
- video clip of a soccer games where the dribbling is being used

Movement Physical activities Assessment Rubric for Swimming: Water Safety: H.E.L.P and Huddle Position in water

#	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 components of fitness</li> </ul>	<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. Participa 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>	attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to	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
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Swimming: Basic swimming skills: Arm action in water- front crawl

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.2 Basic swimming skills:  Arm action in water-front crawl  12 lesson	By the end of the sub-strand the learner should be able to: a) explore the different actions that the arm can make in water for body awareness, b) perform the arm action in front crawl in swimming for strength and coordination, c) Practice the arm action in front crawl in swimming for excellence d) appreciate the arm action in front crawl in swimming for self-esteem, e) make relationships in water for creativity, f) play simple water games for creativity, enjoyment and peaceful	<ul> <li>Learners to name the different arm action they can make in water.</li> <li>Learners to watch a video clip of the arm action in front crawl in swimming.</li> <li>Learners to be guided on performing the arm action in front crawl in swimming.</li> <li>Learners to practicing the arm action in front crawl in swimming.</li> <li>Learners to enjoy playing simple water games.</li> <li>Learners to observe pool rules for safety.</li> </ul>	Mention ways in which you can move your water?     give the various directions the body can move to in water?

coexistence			
a) obcorve cofety when performing the			
g) observe safety when performing the			
arm action in front crawl in			
swimming for own and others safety.			
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			
<ol><li>Critical thinking and problem solving</li></ol>			
7. Communication and collaboration			
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			
<ul> <li>Learner Support Program: sports and games: games that involve walking skills</li> <li>Environmental activities</li> </ul>			
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher</li> <li>Mathematic activities</li> </ul>			
do not handle			
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in</li> </ul>			
performing physical activities			
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect			
Responsibility, Unity, Peace, Love	,		
Suggested Community Service Learning Physical activities: Learners to visit an orphanage and Suggested assessment: oral questions and practical suggested assessment oral questions and practical suggested assessment.	ctical		
cooperate with the children there			
Suggested non-formal physical activities to support learning: The learners to dramatize and role Suggested Resources:			
play movement in water.  • field markers, bean bags, ropes,			
<ul> <li>digital devices such as computer and smart</li> </ul>			
<ul> <li>video clip of a soccer games where the dri</li> </ul>	bbling is		
being used			

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Front Crawl

#	Rubric	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 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
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	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	attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to	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
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Swimming: Basic swimming skills: Leg action in water- Kicking

Strand Sub - strand Specific learning outcomes S	Suggested learning experiences	Key inquiry questions
2.0 Swimming skills:    Swimming   Skills:   By the end of the sub-strand the learner should be able to:   a) explore the different actions that the leg can make in water for body awareness,     b) perform kicking- leg action in front crawl in swimming for strength and coordination,     12 lessons   C) Practice kicking -leg action in front crawl in swimming for excellence,     d) appreciate kicking-leg action in front crawl in swimming for self-esteem,     e) make relationships in water for creativity and imagination,     f) play simple water game for creativity, enjoyment and peaceful coexistence,     g) observe safety when performing kicking     -leg action in front crawl in swimming     for own and others safety.	<ul> <li>Learners to name the different leg actions they can make in water</li> <li>Learners to watch a video clip of kicking –leg action in front crawl in swimming</li> <li>Learners to be guided on performing kicking –leg action in front crawl in swimming</li> <li>Learners to practice kicking-leg action in front crawl in swimming</li> <li>Learners to enjoy playing simple water games</li> <li>Learners to observe safety rules while performing kicking- leg action in front crawl in swimming and when playing water games for safety</li> </ul>	Name body part used for kicking in water     Mention any floating technique they know

# Core Competences to be Developed:

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

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

7. Communication and collaboration		
Link to PCIs:	Links to other learning areas:	
<ul> <li>ESD: DRR: safety and security: when swimming</li> </ul>	<ul> <li>Languages activities</li> </ul>	
<ul> <li>Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/e</li> </ul>	events   Hygiene and Nutrition	
<ul> <li>Learner Support Program: swimming gala: swimming competitions</li> </ul>	<ul> <li>Environmental activities</li> </ul>	
· Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the	teacher do   Mathematic activities	
not handle		
■ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body i	involved in	
performing physical activities		
Link to values: Exhibit responsible behaviour that respects self and others during physical activitie	s by displaying such values as Integrity, Respect,	
Responsibility, Peace, Love, Unity		
Suggested community service learning activity: Learner to visit the aged in the community and	Suggested assessment: oral questions and practical	
assist in daily chores.		
Suggested non-formal activity to support learning: Learners to watch a video clip of people	Suggested Resources:	
performing the leg action in water.	<ul> <li>field makers, field, bean bags, ropes,</li> </ul>	
	<ul> <li>digital devices such as computers and smart phones</li> </ul>	
	<ul> <li>video clip of a soccer games where the dribbling is</li> </ul>	
	being used	

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Kicking (Leg Action in Water)

#	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 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
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	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
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Swimming; Basic swimming skills: Starfish float

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.4 Basic swimming skills: Starfish float 12Lessons	By the end of the sub-strand the learner should be able to:  a) name some animals that live in water  b) watch a video clip of people floating in water for digital literacy,  c) perform the starfish float in water for survival,  d) perform the starfish float in water for self-esteem, courage and confidence,  e) appreciate floating in water using the starfish float for survival,  f) play simple water games for creativity, enjoyment and peaceful co-existence,  g) obey rules while playing water games for own and others safety.	<ul> <li>Learners to draw the starfish.</li> <li>Learners to watch a video clip of the starfish float in swimming.</li> <li>Learners to be guided on performing starfish float in swimming.</li> <li>Learners to practice starfish float in swimming.</li> <li>Learners to enjoy playing simple water games.</li> <li>Learners to observe rules for safety.</li> </ul>	Mention some objects that may float in water     Name animals that live in water

#### Core Competences to be Developed:

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

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

#### Link to PCIs: Links to other learning areas: ESD: DRR: safety and security: when swimming Languages activities Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/events Hygiene and Nutrition Learner Support Program: swimming gala: swimming competitions Environmental activities Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not Mathematic activities 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 physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity Suggested community service learning activity to support learning through application: Suggested assessment: oral questions and practical Learners to make play items and donate them to a children's home of choice. Suggested non-formal activity to support learning through application: Learners to make Suggested Resources: field makers, field, bean bags, ropes, improvised floaters for use and bring them to the teacher. digital devices such as computers and smart phones

video clip of a soccer games where the dribbling is

being used

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Starfish floating technique

#	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	<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>	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

behavior (Affective)  towards the activities and right attire the learner participates readily accept to team activities the learner to team activities the learner to the learner the lea	maximally in the lesson and pts corrections willingly contributes vities and to peer teaching ass exceptional ualities and is a activities the learner and in the lesson are corrections the learner content to the learner content to the learner has leadership qualities and is a	the right attire for the movement activities d participates and accepts and accepts ontributes to s corrections s some the right attire for the movement activities the learner demonstr minimal participation the lesson and reluctantly accepts corrections the learner rarely	right attire for movement activities the learner does not
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Gymnastics: Static balances: V-balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Strand 3.0 Gymnastics		Specific learning outcomes  By the end of the sub- strand, the learner should be able to:  a) name the parts of the body that are involved in performing the V-balance,  b) watch a video clip of people performing the V-balance for digital literacy,  c) perform the V-balance for strength, agility, flexibility and coordination,  d) practice the V-balance for strength, agility, flexibility, coordination and for	Learners to name the parts of the body used in performing the V-balance.     Learners to watch video clips of the V-balance.     Learners to be guided on how to perform the V-balance.     Learners to practice the V-balance individually.     Learners to participate in activities involving the V-balance.	Key inquiry questions  1. Mention any other balance you know  2. Name animals that sometimes stand on two legs
		excellence, e) appreciate performing the V-balance for strength, agility, flexibility, coordination and for self-esteem, f) make relationships when performing	<ul> <li>Learners to observe rules when performing balances for safety.</li> </ul>	

<ul> <li>Health Educat displays report</li> <li>Life Skills: self performing phy</li> </ul>	ion: HIV and AIDS: when to the teacher do not handle f-Esteem: Self –Awareness: sical activities	splays: performing individual and group gymnast wounds and cuts occur while performing gymnas knowing myself and knowing the parts of the both that respects self and others during physical activities.	ody involved in	Mathematic activities
<ul> <li>Citizenship: so</li> </ul>		to collaborate when performing gymnastic skills		Links to other learning areas:  Languages activities  Hygiene and Nutrition  Environmental activities
<ol> <li>Citizenship</li> <li>Self-efficacy</li> <li>Digital Literacy</li> <li>Learning to lear</li> <li>Creativity and i</li> <li>Critical thinking</li> </ol>	pected to acquire the follow	collaboration, enjoyment and peaceful coexistence, obey rules while performing balances for own and others safety.  wing competences in the process of learning gymr	nastics skills:	
	g)			

smart phones, video clips of the gymnastic skill

# Movement physical activities Assessment Rubric for Gymnastics: static balance: V-Balance

#	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	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

	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
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# Gymnastics: Dynamic balance: Beam balance

Strand Sub - strand		Specific learning outcomes	Suggested learning experiences	Key inquiry questions	
3.0 Gymnastics	3.2 Dynamic balance: Beam balance 10 Lessons	By the end of the sub- strand, the learner should be able to:  a) watch a video clip of people performing beam balance for digital literacy,  b) perform the beam balance for strength, balance and coordination,  c) practice the beam balance for strength, balance, coordination and excellence,  d) appreciate performing the beam balance for coordination, balance and courage,  e) make relationships through performing the beam balance for creativity and imagination,	<ul> <li>Learners to name any gymnastic balance they know.</li> <li>Learners to watch video clips of people performing the beam balance.</li> <li>Learners to be guided on how to perform the beam balance.</li> <li>Learners to practice the beam balance individually and in groups.</li> <li>Learners to participate in activities involving the beam balance.</li> <li>Observe rules for safety.</li> </ul>	Name safety measures to observe when performing gymnastic skills?     Name some games you can play that involve balancing?	

	video clips of the gymnastic skill
make a beam bag and bring to school.	<ul> <li>field markers, bean bags, ropes, benches</li> <li>digital devices such as computer and smart phones</li> </ul>
Suggested non-formal physical activity to support learning through application: Learners to	Suggested Resources:
The teacher to invite a resource person to give a general talk on gymnastics.	
Suggested community service learning activity to support learning through application:	Suggested assessment: oral questions and practical
Love, Unity	,,,,,,,,
Link to values: Exhibit responsible behaviour that respects self and others during physical activi	ties by displaying such values as Integrity, Respect. Peace.
performing physical activities	50
<ul> <li>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the bod</li> </ul>	ly involved in
displays report to the teacher do not handle	CONTROL OF THE CONTRO
<ul> <li>Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic</li> </ul>	
<ul> <li>Learner Support Program: gymnastic displays: performing individual and group gymnastic</li> </ul>	displays • Environmental activities
<ul> <li>Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills at</li> </ul>	nd displays   Hygiene and Nutrition
<ul> <li>ESD: DRR: safety and security: performing gymnastic displays</li> </ul>	<ul> <li>Languages activities</li> </ul>
Link to PCIs:	Links to other learning areas:
7. Communication and collaboration	
6. Critical thinking and problem solving	
5. Creativity and imagination	
4. Learning to learn	
Self-efficacy     Digital Literacy	
1. Citizenship	
The Learners are expected to acquire the following competences in the process of learning gymna	stics skills:
Core Competences to be Developed:	17 16319
balance for own and others safety.	
g) obey rules while performing the beam	
coexistence	
creativity, collaboration and peaceful	
f) play simple games for enjoyment,	

# Movement physical activities Assessment Rubric for Gymnastics: static balance: Wheel Barrow Balance

1.	Rubric domains 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
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)	<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> </ul>	The learner wears the right attire for movement activities the learner and participates in the lesson and accepts corrections the learner contributes to	The learner rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections	The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects
		<ul> <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>	team activities the learner has some leadership qualities	<ul> <li>the learner rarely contributes to team activities</li> <li>the learner has little leadership qualities</li> </ul>	<ul> <li>the does not contributes to team activities</li> <li>the learner exhibits poor leadership qualities</li> </ul>

Gymnastics: Static balance: Crab stand balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.3 Static balance: Crab stand balance 2 lessons	By the end of the sub- strand, the learner should be able to:  a) watch a video clip on crabs for digital literacy,  b) perform the crab stand balance for strength and coordination,  c) practice the crab stand balance for strength and coordination,  d) appreciate performing the crab stand balance for coordination strength and coordination,  e) make relationships when performing the crab stand balance for creativity and imagination,  f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul> <li>learners to name gymnastic balance they know,</li> <li>learners to watch video clips of the crab stand balance,</li> <li>Learners to be guided on how to perform the crab stand balance,</li> <li>Learners to practice the crab stand balance individually and in groups,</li> <li>Learners to participate in activities involving the crab stand crab stand balance,</li> <li>Observe rules when performing balances for safety,</li> </ul>	Name the body parts used in crab stand balance?     name animals that have eight legs

	g) obey rules while performing the				
	crab stand balance for own and				
	others safety,				
Core Competences to be Developed:	•			•	
The Learners are expected to acquire the follo	owing competences in the process of learning	g gymnastics skills:			
1. Citizenship					
<ol><li>Self-efficacy</li></ol>					
<ol><li>Digital Literacy</li></ol>					
<ol><li>Learning to learn</li></ol>					
<ol><li>Creativity and imagination</li></ol>					
6. Critical thinking and problem solving					
<ol><li>Communication and collaboration</li></ol>					
Link to PCIs:			Links to oth	ner learning areas:	
<ul> <li>ESD: DRR: safety and security: perform</li> </ul>	ming gymnastic displays		<ul> <li>Languag</li> </ul>	ges activities	
· Citizenship: social cohesion: the learner	s to collaborate when performing gymnastic	skills and displays	<ul> <li>Hygiene</li> </ul>	and Nutrition	
■ Learner Support Program: gymnastic of	displays: performing individual and group gy	ymnastic displays	<ul> <li>Environ</li> </ul>	mental activities	
<ul> <li>Health Education: HIV and AIDS: whe</li> </ul>	n wounds and cuts occur while performing g	gymnastic skills and	<ul> <li>Mathem</li> </ul>	natic activities	
displays report to the teacher do not hand					
	ss: knowing myself and knowing the parts of	f the body involved in			
performing physical activities	p p p p				
Link to values: Exhibit responsible behaviou	ir that respects self and others during physics	al activities by displayi	no such values	as Integrity Respect Peace	
Love, Unity	ar that respects sen and others during physics	ar activities by displayi	ng such values	as integrity, respect, reace,	
Suggested community service learning acti	ivity to support learning through applicati	ion: Suggested as	sessment: ora	l questions and practical	
Learners to perform gymnastic displays durin				1	
Suggested non-formal activity to support le		ise Suggested R	esources:		
locally available materials to improvise resou			field markers, bean bags, ropes, benches		
		<ul> <li>digital de</li> </ul>	vices such as o	computer and smart phones	
		<ul> <li>video clip</li> </ul>	os of the gymn	astic skill	

Movement physical activities Assessment Rubric for Gymnastics: static balance: Crab Stand Balance

#	Rubric	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	domains  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
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, 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		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 rarely wears the right attire for the movement activities the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections the learner rarely		The does not wear the right attire for movement activities the learner does not participates in the lesson nor accept corrects the does not
		to team activities and contributes to peer teaching the learner has exceptional leadership qualities and is a good role model	•	the learner has some leadership qualities	contributes to team activities the learner has little leadership qualities	•	contributes to team activities the learner exhibits poor leadership qualities

Gymnastics: Dynamic balance: Backward roll

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key enquiry questions
3.0 Gymnastics	3.4 Dynamic Balance: Backward roll 12 Lessons	By the end of the sub- strand, the learner should be able to:  a) watch a video clip on people performing the backward roll for digital literacy,  b) perform backward roll for strength, balance and coordination,  c) practice backward roll for strength, balance, coordination and excellence,  d) appreciate performing the backward roll for strength, and balance coordination,  e) make relationships when performing backward roll for creativity and imagination,  f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,  g) obey rules while performing rolls for own and others safety,	<ul> <li>Learners to mention the gymnastic activities they know</li> <li>Learners to watch video clips of people performing the backward roll.</li> <li>Learners to be guided on how to perform backward roll.</li> <li>Learners to practice Backward roll individually and in groups</li> <li>Learners to participate in activities involving backward roll.</li> <li>Observe rules when performing backward roll for safety.</li> </ul>	Identify games where rolling is used.

## Core Competences to be Developed:

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

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

#### Link to PCIs:

- ESD: DRR: safety and security: performing gymnastic displays
- Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays
- Learner Support Program: gymnastic displays: performing individual and group gymnastic displays
- Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays 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 and Nutrition
- Environmental activities
- Mathematic activities
- Art activities

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

Suggested community service learning activity to support learning through application:	Suggested assessment: oral questions and practical		
Learners to collect the community art facts and display them during the schools cultural day.			
Suggested non-formal physical activities to support learning: Learners to draw three cultural	Suggested Resources:		
items from their community.	<ul> <li>field markers, bean bags, ropes, benches</li> </ul>		
	<ul> <li>digital devices such as computer and smart phones</li> </ul>		
	<ul> <li>video clips of the gymnastic skill</li> </ul>		

# Movement physical activities assessment rubric Gymnastics: Dynamic balance: Backward Roll

#	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	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	attire for movement activities  the learner and participates in the lesson and accepts corrections the learner contributes to	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
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Gymnastics: Dynamic balance: Crab walk

Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.5 Dynamic balance:	By the end of the sub- strand, the learner should be able to:  a) name the parts of the body that are used in	<ul> <li>Learners to name the parts of the body that are in use when performing crab walk.</li> </ul>	Which direction is easier to perform crab walk?
Crab walk	<ul> <li>b) perform crab walk for strength and coordination ,</li> </ul>	Learners to name gymnastic balance they know.     Learners to watch video clips of crab	2. How does a rabbit move?
2 lessons	c) practice the crab walk for strength, coordination and excellence, d) appreciate performing crab walk for strength, coordination and excellence, e) make relationships when performing crab walk for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful	walk.  Learners to perform the crab walk.  Learners to practice the crab walk individually.  Observe rules when performing crab walk for safety.	
	3.5 Dynamic balance:	3.5  Dynamic should be able to: a) name the parts of the body that are used in performing the crab walk,  Crab walk b) perform crab walk for strength and coordination,  2 lessons c) practice the crab walk for strength, coordination and excellence, d) appreciate performing crab walk for strength, coordination and excellence, e) make relationships when performing crab walk for creativity and imagination, f) play simple games for enjoyment,	3.5 Dynamic balance:  a) name the parts of the body that are used in performing the crab walk,  b) perform crab walk for strength and coordination and excellence, d) appreciate performing crab walk for strength, coordination and excellence, e) make relationships when performing crab walk individually.  Crab walk  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 performing crab walk.  Learners to name the parts of the body that are in use when performing crab walk.  Learners to name the parts of the body that are in use when performing crab walk.  Learners to watch video clips of crab walk.  Learners to perform the crab walk individually.  Deserve rules when performing crab walk for safety.

	g) obey rules while performing the crab walk						
	for own and others safety.						
Core Cor	petences to be Developed:						
ı	ers are expected to acquire the following competences in the process of learning gymnastics skills	:					
1. Citize	ship						
2. Self-e	ficacy						
3. Digita	Literacy						
_	ng to learn						
ı	rity and imagination						
ı	l thinking and problem solving						
ı	unication and collaboration						
Link to P	Links to other learning areas:						
• ESD:	DRR: safety and security: performing gymnastic displays	• 1	Languages activities				
<ul> <li>Citize</li> </ul>	ship: social cohesion: the learners to collaborate when performing gymnastic skills and displays	s   • 1	Hygiene and Nutrition				
ı	er Support Program: gymnastic displays: performing individual and group gymnastic displays		Environmental activities				
I	Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills an	d displays	Mathematic activities				
l	to the teacher do not handle						
	kills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved	Lin					
I	ning physical activities						
			as Integrity: Despect Desce				
ı	lues: Exhibit responsible behaviour that respects self and others during physical activities by dis	piaying such values	as integrity, Respect, Peace,				
Love, Unity  Suggested community service learning activity to support learning through application: Learners to  Suggested assessment: oral questions and							
	perform gymnastic displays during closing days or school cultural festivals.  Suggested confidence of a questions and practical						
	Suggested non-formal activity to support learning through application: Learners to create a catalogue  Suggested Resources:						
	of gymnastic activities they have learnt.  • field markers, bean bags, ropes, benches						
67		1	s such as computer and smart				
		phones	-				

· video clips of the gymnastic skill

# Movement physical activities Assessment Rubric for Gymnastics: Dynamic balance: Crab Walk

#	Rubric	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 creativity by performing the skill in varied ways</li> <li>the learners demonstrates acquisition of some components of fitness</li> </ul>	<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>	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
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