**PP2 PSYCHOMOTOR SCHEME OF WORK TERM THREE**

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| WE EK | LES SO N | STRA ND | SUB- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTI ONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 1 | 1-5 | SWIMMI NG | Pool safety | By the end of the sub- strand the learner should be able to;identify basic water safety and hygiene rules for application in the pool | What is the importance of basic water rules? | Self efficacyCriticalThinking | SharingTurn taking Respect | Guide learners name the rules of basic water safetyand hygiene in the pool | ChartsRealia | Observatio oral questions |  |
| 2 | 1-5 |  | Poolsafety | By the end of the sub-strand the learner should be able to; state basic water safety and hygienerules for application in the pool | What isthe importa nce of basic water rules? | Self efficacyCriticalThinking | SharingTurn taking Respect | Guide learnersname the rules of basic water safety and hygiene inthe pool | ChartsRealia | Observatiooralquestions |  |
| 3 | 1-5 |  | Pool safety | By the end of the sub- strand the learner should be able to;name basic watersafety and hygiene rules for application in the pool | What is the importance ofbasic water rules? | Self efficacyCriticalThinking | SharingTurn taking Respect | Guide learners name the rules of basic water safetyand hygiene inthe pool | Charts realia | Observatio oral questions |  |
| 4 |  |  | Pool | By the end of the sub- | What is | Self efficacy | Sharing | Encourage | Charts | Observatio |  |

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|  |  |  | safety | strand the learner should be able to;Talk about basic water safety and hygiene rules for application inthe pool | the importa nce ofbasic waterrules? | CriticalThinking | Turn taking Respect | learners to follow safety rules accordingly | Realia | oral questions |  |
| 5 | 1-5 |  | Pool safety | By the end of the sub- strand the learnerdemonstrate ability to follow safety rulesaccordingly should be able to; | What is theimporta nce ofbasic water rules? | Self efficacyCriticalThinking | SharingTurn taking Respect | Encourage learners to followsafety rules accordingly | ChartsRealia | Observatio oral questions |  |
| 6 | 1-5 |  | Pool safety | By the end of the sub- strand the learner should be able to;demonstrate ability to follow safety rules accordingly | What is the importance of basic water rules? | Self efficacyCriticalThinking | SharingTurn taking Respect | Encourage learners to follow safety rulesaccordingly | ChartsRealia | Observatio oral questions |  |
| 7 | 1-5 |  | WaterOrientat ion Water | By the end of the sub- strand the learner should be able to;confidently move around the pool in readiness for swimming | How do you feel whenwalking in water | Self efficacyCriticalThinking | SharingTurn taking Respect | Guide learners could be guided to walk aroundthe pool to adapt the environment | ChartsRealia | Observatio oral questions |  |
| 8 | 1-5 |  | WaterOrientat | By the end of the sub-strand the learner | How doyou feel | Self efficacyCritical | SharingTurn | Guide learnerscould be guided | ChartsRealia | Observatiooral |  |

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|  |  |  | ionWater | should be able to; appreciate the use of water for recreation | when walking in water | Thinking | takingRespect | to walk around the pool to adapt the environment |  | questions |  |
| 9&10 | CA T | CAT |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT |  |