**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 | SWI  MMI 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 importa  nce of basic water rules? | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Guide learners name the rules of basic water safety  and hygiene in the pool | Charts  Realia | Observatio oral questions |  |
| 2 | 1-5 |  | Pool  safety | By the end of the sub-  strand the learner should be able to; state basic water safety and hygiene  rules for application in the pool | What is  the importa nce of basic water rules? | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Guide learners  name the rules of basic water safety and hygiene in  the pool | Charts  Realia | Observatio  oral  questions |  |
| 3 | 1-5 |  | Pool safety | By the end of the sub- strand the learner should be able to;  name basic water  safety and hygiene rules for application in the pool | What is the importa  nce of  basic water rules? | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Guide learners name the rules of basic water safety  and hygiene in  the 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 in  the pool | the importa nce of  basic water  rules? | Critical  Thinking | 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 learner  demonstrate ability to follow safety rules  accordingly should be able to; | What is the  importa nce of  basic water rules? | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Encourage learners to follow  safety rules accordingly | Charts  Realia | 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 importa  nce of basic water rules? | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Encourage learners to follow safety rules  accordingly | Charts  Realia | Observatio oral questions |  |
| 7 | 1-5 |  | Water  Orientat 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 when  walking in water | Self efficacy  Critical  Thinking | Sharing  Turn taking Respect | Guide learners could be guided to walk around  the pool to adapt the environment | Charts  Realia | Observatio oral questions |  |
| 8 | 1-5 |  | Water  Orientat | By the end of the sub-  strand the learner | How do  you feel | Self efficacy  Critical | Sharing  Turn | Guide learners  could be guided | Charts  Realia | Observatio  oral |  |

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