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**PHYSICAL HEALTH EDUCATION SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Basic**  **Movement**  **Skills** | **Locomotor**  **skills:** An athletics track | By the end of the  sub-strand, the learner should be able to:  identify an athletic track in the community  identify the common starting and finishing points for 100 and  200meters races on an athletic track  participate in the school’s athletic events to enhance learning | How  does an athletic track  look like? | In groups learners  discuss and name an athletic track in the community  Learners in groups use technology or  sketches of an athletic track to identify the common starting and finishing point for 100 and 200 meters races | KLB  Visionary  Grade 4 pg 2-3 |  |  |
|  | **2** | **Basic**  **Movement**  **Skills** | **Locomotor**  **skills:** An athletics track | observe safety  when playing games for own and others safety  play games for fun and enjoyment | What is  the importa nce of honesty in sports | Learners  participate in the school’s athletic events  Learners participate in athletic events for fun | KLB  Visionary  Grade 4 pg 2-3 |  |  |

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|  |  |  |  | appreciate the athletic track in the community as a  resource | competit  ions?? | and enjoyment and observe safety |  |  |  |
|  | **3** | **Basic Movement Skills** | **Locomotor skills:** - **Standing Start in athletics** | By the end of the  sub-strand, the learner should be able to: demonstrate the Standing start to enhance learning | How do you position your body for a standing start i athletics? | learners interact with digital media to familiarize with the standing start in athletics and observe  the leg placement during the Standing start  the push and arm action during Standing start in athletics  full body alignment (hips, knees, eyes and arms) during  the Standing  the commands “On your marks” and “Go!” during the Standing start | KLB Visionary Grade 4 pg 4-6 |  |  |
|  | **4** | **Basic**  **Movement**  **Skills** | **Locomotor**  **skills:** - **Standing Start in athletics** | By the end of the  sub-strand, the learner should be able to:  practice the | How do  you position your body for a | Learners in groups practice the  leg placement during the Standing start  push and arm action during | KLB  Visionary  Grade 4 pg 4-6 |  |  |

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|  |  |  |  | standing start in  athletics for skill acquisition | standing  start i athletics?  ? | Standing start  in athletics  full body alignment (hips, knees, eyes and arms) during  the Standing commands “On your marks” and “Go!” during the Standing start |  |  |  |
|  | **5** | **Basic**  **Movement**  **Skills** | **Locomotor**  **skills:** - **Standing Start in athletics** | By the end of the  sub-strand, the learner should be able to:  discuss the term  ‘fair play’ during games and sports for value acquisition observe rules when practicing the Standing start in athletics for own  and others safety | Why is it  important to respect school rules | Learners in groups practice the  leg placement during  the Standing start  push and arm action during Standing start in athletics  full body alignment (hips, knees, eyes and arms) during  the Standing commands “On your marks” and “Go!” during the Standing start | KLB  Visionary  Grade 4 pg 4-6 |  |  |
| **2** | **1** | **Basic**  **Movement**  **Skills** | **Locomotor**  **skills:** - **Standing Start in athletics** | By the end of the  sub-strand, the learner should be able to: | Why is it  important to respect school rules | learners in groups discuss the term  ‘fair play’  Learners participate in games for fun | KLB  Visionary  Grade 4 pg 4-6 |  |  |

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|  |  |  |  | play games that  involve Standing start in athletics for fun and enjoyment appreciate the  Standing start as a  technique  in starting races in athletics |  | and enjoyment and observe safety |  |  |  |
|  | **2** | **Basic Movement Skills** | **Locomotor skills:** - **Standing Start in athletics** | By the end of the  sub-strand, the learner should be able to:  play games that  involve Standing start in athletics for fun and enjoyment appreciate the  Standing start as a  technique  in starting races in athletics | Why is it important to respect  school rules | learners in groups discuss the term  ‘fair play’  Learners participate in games for fun  and enjoyment and  observe safety | KLB Visionary Grade 4 pg 4-6 |  |  |
|  | **3** |  | **Locomo tor skills:** Standing Long jump | By the end of the sub-strand, the learner should be able to:  demonstrate the Standing long jump to for skill | What moves the body forward after take- off in Standing long | Learners interact with technology to familiarize with the Standing long jump and observe the body position, the arm swing, flight and landing. | KLB Visionary Grade 4 pg 7-9 |  |  |

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|  |  |  |  | acquisition | jump? | In groups the  learners discuss their observations and respect each other’s opinion |  |  |  |
|  | **4** |  | **Locomo tor skills:** Standing Long jump | By the end of the  sub-strand, the learner should be able to:  practice the standing long jump for skill masterly observe safety  when practicing the  Standing Long jump for own and others safety | What moves the body forward after take- off in Standing long jump? | The learners in  groups use drills to practice:  the take-off on both feet in Standing long jump  the arm swing, flight and landing in Standing long jump body positioning for Standing long jump | KLB Visionary Grade 4 pg 7-9 |  |  |
|  | **5** |  | **Locomo tor skills:** Standing Long jump | By the end of the  sub-strand, the learner should be able to:  play games for fun and enjoyment appreciate the Standing Long jump in athletics | What moves the body forward after take- off in Standing long jump? | Learners in groups  discuss the importance of teamwork during games and sports Learners observe safety when practicing the Standing Long jump Learners in groups  participate in games | KLB  Visionary  Grade 4 pg 9-  12 |  |  |

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|  |  |  |  |  |  | for fun and enjoyment |  |  |  |
| **3** | **1** | **Basic**  **Movement**  **Skills** | **Manipulati ve skills**: Ball game skills: | By the end of the  sub-strand, the learner should be able to:  identify locally available materials for improvising balls | Which  locally available  materials are appropriat e for improvisi ng durable hand balls | learners interact with  digital technology to find out the shapes  of various hand balls  learners identify locally available materials that can be used to improvise durable hand balls of various sizes | KLB  Visionary  Grade 4 pg 9-  12 |  |  |
|  | **2** | **Basic Movement Skills** | **Manipulati ve skills**: Ball game skills: | By the end of the  sub-strand, the learner should be able to:  improvise balls of various sizes for learning  gather locally available materials for improvising balls | What  safety measures can be taken to avoid injuries when improvisi ng hand balls? | in groups learners  gather locally available materials for improvising durable balls  learners in groups  improvise age appropriate hand balls of various sizes | KLB Visionary Grade 4 pg 9-  12 |  |  |
|  | **3** | **Basic**  **Movement**  **Skills** | **Manipulati**  **ve skills**: Ball game skills: | By the end of the  sub-strand, the learner should be able to:  dispose waste after | Which are  the likely injuries to soccer when improvisi | learners clean the  working area and dispose of waste appropriately | KLB  Visionary  Grade 4 pg 9-  12 |  |  |

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|  |  |  |  | improvisation for  environmental care observe safety when  improvising balls to avoid injuries | ng soccer balls |  |  |  |  |
|  | **4** | **Basic**  **Movement**  **Skills** | **Manipulati ve skills**: Ball game skills: | By the end of the  sub-strand, the learner should be able to:  play games using improvised balls for fun and enjoyment appreciate  improvising balls for  self- sufficiency | How can  the injuries that may occur while improvisi ng hand balls be managed? Which  games can  be played using improvise d hand balls? | learners observe  safety when they improvising balls learners play games  using improvised balls  and observe rules | KLB  Visionary  Grade 4 pg 9-  12 |  |  |
|  | **5** | **Basic**  **Movement**  **Skills** | **Manipulati ve skills: Ball Games:**  One  handed | By the end of the  Sub strand the learner should be able to:  demonstrate the  Two-handed catch | which  distance is easier to catch  from  using the  One- | Learners in groups  use digital media to view the One- handed catch. they discuss their observations and | KLB  Visionary  Grade 4 pg 13-  15 |  |  |

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|  |  |  |  | for skill  acquisition | handed  catch? | respect each  other’s opinion |  |  |  |
| **4** | **1** | **Basic**  **Movement**  **Skills** | **Manipu lative skills: Ball Games:** One handed  Catching | practice the Two-  handed catch for skill masterly observe rules when playing games for own and others safety | which  distance is easier to catch  from  using the One- handed catch? | learners in groups  pass a variety of items to each other to practice the One- handed catch using different:  **-** distances  **-** pathways  **-** levels degrees of force | KLB  Visionary  Grade 4 pg 13-  15 |  |  |
|  | **2** | **Basic Movement Skills** | **Manipu lative skills: Ball Games:** One handed  Catching | By the end of the  sub-strand, the learner should be able to:  play games for fun and enjoyment appreciate the Two- handed catch as a vital skill in playing a number of games | How can you use  the One- handed  catch in everyday life? | the learners make relationships by using the Two- handed catch  learners play games for fun and  enjoyment and  observe safety | KLB Visionary  Grade 4 pg 13-  15 |  |  |
|  | **3** | **Basic**  **Movement**  **Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the  sub-strand, the learner should be able to:  demonstrate the Kneeling overhead throw | How far can a person throw  the ball when  on their | Learners interact with technology to observe the ball placement during the Kneeling over overhead throw Learners use drills to practice the | KLB  Visionary  Grade 4 pg 16-  20 |  |  |

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|  |  |  |  | for skill  acquisition practice the Kneeling overhead throw for skill masterly | knees? | Kneeling overhead  throw |  |  |  |
|  | **4** | **Basic Movement Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the  sub-strand, the learner should be able to:  discuss the importance of honesty during games and sports  Observe the rules when performing the Kneeling overhead throw for safety | How far can a person throw  the ball when  on their knees? | Learners in  groups discus the importance of honesty during games and sports | KLB Visionary Grade 4 pg 16-  20 |  |  |
|  | **5** | **Basic**  **Movement**  **Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the  sub-strand, the learner should be able to:  play fun games for enjoyment appreciate the Kneeling overhead throw | Why is it  important to observe honesty during games and sports? | Learners observe the  rules when practicing the Kneeling overhead throw for safety  Learners participate in games for  fun and enjoyment | KLB  Visionary  Grade 4 pg 16-  20 |  |  |

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| **5** | **1** | **Basic Movement Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the sub-strand, the learner should be able to: demonstrate the Kneeling overhead throw for skill acquisition practice the Kneeling overhead throw for skill  masterly | How far can a person throw  the ball when  on their knees? | Learners interact with technology to observe the ball placement during the Kneeling over overhead throw Learners use drills to practice the  Kneeling overhead throw | KLB Visionary Grade 4 pg 16-  20 |  |  |
|  | **2** | **Basic Movement Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the  sub-strand, the learner should be able to:  discuss the importance of honesty during games and sports  Observe the rules when performing the Kneeling overhead throw for safety | How far can a person throw  the ball when  on their knees? | Learners use drills to  practice the Kneeling overhead throw  Learners in groups discus the importance of honesty during games and sports | KLB Visionary Grade 4 pg 16-  20 |  |  |

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|  | **3** | **Basic Movement Skills** | **Manipula tive**  **skills:** Kneeling Overhead throw | By the end of the  sub-strand, the learner should be able to:  play fun games for enjoyment appreciate the Kneeling overhead throw | Why is it important to observe  honesty during  games and sports? | Learners observe the  rules when practicing the Kneeling overhead throw for safety Learners participate in games for  fun and enjoyment | KLB Visionary Grade 4 pg 16-  20 |  |  |
|  | **4** | **Basic**  **Movement**  **Skills** | **Manipu lative skills: Ball Games:**  Underarm pass | By the end of the  sub-strand, the learner should be able to: Demonstrate the Underarm pass to for skill acquisition practice the Underarm pass  for skill masterly | When  is it most approp riate to use the undera rm pass? | Interact with digital  media to watch a video clip of the Underarm pass and observe the body position, how the ball is held, and the movement of the hands during release. Learners discuss their observations and respect each  other’s views  In pairs learners practice passing the ball to each other from different directions such as forward, sideways using the Underarm pass | KLB  Visionary  Grade 4 pg 21-  25 |  |  |

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|  | **5** | **Basic**  **Movement**  **Skills** | **Manipu lative skills: Ball Games:**  Underarm pass | By the end of the  sub-strand, the learner should be able to:  discuss the importance of making games fun and enjoyable observe rules when passing balls for own and others’ safety | Why is  it importa nt to have  fun and  joy when playing games? | In groups the  learners practice passing the ball to each other from various levels (low, high), standing, kneeling and sitting using Underarm pass  In groups the learners practice the  Underarm pass by passing the ball to each other using various degrees of force | KLB  Visionary  Grade 4 pg 21-  25 |  |  |
| **6** | **1** | **Basic Movement Skills** | **Manipu lative skills: Ball Games:**  Underarm pass | By the end of the  sub-strand, the learner should be able to:  play modified games using the Underarm pass for fun and enjoyment appreciate the  Underarm pass as a | Which distance is most  appropriat e for the Underarm pass? | Learners establish relationships as they pass the balls to each other in groups using the Underarm pass.  In groups learners practice passing the ball over various distances using the | KLB Visionary Grade 4 pg 21-  25 |  |  |

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|  |  |  |  | vital skill in playing a number of games |  | Underarm pass  Learners discus the importance of  having fun and joy as they play |  |  |  |
|  | **2** | **Basic Movement Skills** | **Manipu lative skills: Ball Games:**  Chest pass | By the end of the  sub-strand, the learner should be able to: demonstrate the Chest pass for skill acquisition practice the Chest  pass for skill  masterly | Why is it important to be aware of personal and general space when playing games? | Interact with digital media to watch a video clip on Chest pass and observe how the fingers are spread over the ball, hand placement and how the ball is released. In groups learners discuss  their observations and respect each other’s views  In pairs learners practice passing the ball to each other in various levels such standing and  kneeling using Chest pass | KLB Visionary Grade 4 pg 26-  28 |  |  |
|  | **3** | **Basic**  **Movement**  **Skills** | **Manipu lative skills: Ball Games:** | By the end of the  sub-strand, the learner should be able to:  discuss the | Why is it important to be aware of personal | In groups  learners practice passing the ball over various distances using | KLB  Visionary  Grade 4 pg 26-  28 |  |  |

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|  |  |  | Chest pass | importance of  commitment to a team during games sports  observe the rules when passing the ball for own and others’ safety | and  general space when playing games? | Chest pass  In pairs learners practice the Chest pass using various degrees of force  In groups learner’s discus the importance of commitment to team during games and sports |  |  |  |
|  | **4** | **Basic**  **Movement**  **Skills** | **Manipu lative skills: Ball Games:**  Chest pass | By the end of the  sub-strand, the learner should be able to:  play modified games using the Chest pass for fun and enjoyment  appreciate the Chest pass as a skill in playing a number of games | Why is it  important  to have team commitme nt during sports? | In groups  learner’s discus the importance of commitment to team during games and sports Learners play modified games using the Chest pass and observe  safety | KLB  Visionary  Grade 4 pg 26-  28 |  |  |
|  | **5** | **Basic Movement Skills** | **Manipulati ve**  **skills: Ball** | By the end of the  sub-strand, the learner should be | What  make s a | Learners interact  with digital media to watch a video | KLB Visionary  Grade 4 pg 29-  35 |  |  |

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|  |  |  | **Games** | able to:  demonstrate the Bounce pass for skill acquisition | good  boun ce pass? | clip on Bounce  pass and observe the  execution of the pass. They discuss their observations and respect each other’s opinion  In pairs learners practice the bounce pass from  different directions such as forward  and sideways |  |  |  |
| **7** | **1** | **Basic**  **Movement**  **Skills** | **Manipulati ve**  **skills: Ball**  **Games** | By the end of the  sub-strand, the learner should be able to:  practice the Bounce pass for skill masterly observe rules when playing games for own  and others safety | What  make s a good boun ce pass? | In pairs the learners  practice the bounce from different levels, (low, medium and high) In pairs the learners practice the Bounce pass using various degrees of force  In pairs the learners practice the Bounce pass over various distances | KLB  Visionary  Grade 4 pg 29-  35 |  |  |

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|  | **2** | **Basic**  **Movement**  **Skills** | **Manipulati ve**  **skills: Ball**  **Games** | By the end of the  sub-strand, the learner should be able to:  play games for fun and enjoyment  appreciate the  Bounce Pass as a vital skill in playing  a number of games | Which  distance is appropriat  e for a bounce pass? | Learners establish  relationships as they pass the balls to each other in groups  using the Bounce pass  Learners play modified games using the Bounce pass and observe safety | KLB  Visionary  Grade 4 pg 29-  35 |  |  |
|  | **3** | **Basic**  **Movement**  **Skills** | **Manipu lative skills**: **Ball Games:** Improvis ing Soccer balls | By the end of the  sub-strand, the learner should be able to:  describe the soccer ball to enhance learning identify locally available materials for improvising soccer balls | Which  materials are appropriat e for improvisi ng durable soccer balls? | Learners interact  with digital media to find out the shape, sizes of various soccer balls and the ball sizes for ages 9-  11. Learners discuss their findings and respect each other’s opinion  learners in groups list locally available materials that can be  used for improvising soccer balls | KLB  Visionary  Grade 4 pg 29-  35 |  |  |

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|  | **4** | **Basic Movement Skills** | **Manipu lative skills**: **Ball Games:** Improvis ing Soccer balls | By the end of the  sub-strand, the learner should be able to:  gather locally available materials for  improvise soccer  balls improvise age  appropriate soccer balls for use in learning | What safety measures can be taken to avoid injuries when improvisi ng soccer balls? | In groups learners gather locally available materials for improvising soccer balls learners in groups improvise age appropriate soccer balls of various sizes | KLB Visionary Grade 4 pg 29-  35 |  |  |
|  | **5** | **Basic**  **Movement**  **Skills** | **Manipu lative skills**: **Ball Games:** Improvis ing Soccer balls | By the end of the  sub-strand, the learner should be able to:  clean the working area for environ mental care  observe safety measures  when improvising soccer balls to avoid  inquiries | Which  are the likely injuries to soccer when improvisi ng soccer balls? | Learners in  groups clean the working area after work learners observe safety measures  when improvising soccer balls  learners play games using  improvised soccer  balls for fun and  enjoyment and observe safety Learners interact  with technology to watch a video clip on passing using different parts of the | KLB  Visionary  Grade 4 pg 29-  35 |  |  |

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|  |  |  |  |  |  | foot. Learners  discuss their observations and respect each other’s opinion |  |  |  |
| **8** | **1** | **Basic Movement Skills** | **Manipu lative skills**: **Ball Games:** Improvis ing Soccer balls | By the end of the  sub-strand, the learner should be able to:  play games using improvised soccer balls for fun and enjoyment appreciate  improvising the  soccer balls for self- sufficiency | How can the  injuries  that may soccer while improvisi ng soccer balls be managed? | Learners in pairs show each other the different parts of the foot used for passing in soccer (Instep, inside of the instep and outside of the instep)  Learners draw the foot and indicate the different parts of the foot used for passing the ball in soccer (instep, outside of foot and the inside of the instep)  Learners in group demonstrate passing using the Instep without  the ball and with the ball | KLB Visionary  Grade 4 pg 36-  38 |  |  |

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|  | **2** | **Basic Movement Skills** | **Manipu lative skills:**  Hand  Juggling | By the end of the  sub-strand, the learner should be able to: demonstrate hand  juggling for skill  acquisition | How can hand juggling  be used in everyday  life? | learners interact with digital media to watch a video clip on hand juggling and observe hand  juggling of One and two balls juggling. Learners discus the video clip and respect each other’s opinion  Learners individually practice hand juggling using different items (bean bags, scurf’s, soft small balls). | KLB Visionary Grade 4 pg 39-  43 |  |  |
|  | **3** | **Basic Movement Skills** | **Manipu lative skills:**  Hand  Juggling | By the end of the  sub-strand, the learner should be able to:  practice hand Juggling of balls for skill masterly  observe rules when hand juggling for | How can hand  juggling  be used in  everyday life? | Learners in pairs practice hand juggling of One ball and give each other feedback Individually the  learners practice hand  juggling of two balls | KLB Visionary  Grade 4 pg 39-  43 |  |  |

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|  |  |  |  | own and others’  safety |  |  |  |  |  |
|  | **4** | **Basic Movement Skills** | **Manipu lative skills:**  Hand  Juggling | By the end of the  sub-strand, the learner should be able to:  play hand juggling games for fun and enjoyment  appreciate Juggling for self- determination | How can hand juggling  be used in everyday life? | In groups learners practice hand juggling of two balls and give each other feedback Learners individually  display Juggling to the class and take video clips of each other  play games using Juggling with the instep for fun and enjoyment and observe safety | KLB Visionary Grade 4 pg 39-  43 |  |  |
|  | **5** | **Basic**  **Movement**  **Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  describe the Bats, Posts and Rounders ball to enhance learning | Which  locally available materials are appropriat e for improvisi ng  durable  rounders | Learners interact  with digital technology to find out the size and shape of the Bat, posts and Rounders  Ball  Learners individually draw and label the Rounders, Bat and | KLB  Visionary  Grade 4 pg 44-  49 |  |  |

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|  |  |  |  |  | equipmen  t? | balls for rounders game |  |  |  |
| **9** | **1** | **Basic**  **Movement**  **Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  draw and  label the Bats, Posts and Rounders ball in the  rounders game | What  safety measures can be taken to avoid injuries when improvisi ng rounders equipmen t? | Learners in groups list  locally available  materials that can be used to improvise Bat, posts and Rounders balls | KLB  Visionary  Grade 4 pg 44-  49 |  |  |
|  | **2** | **Basic Movement Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  identify locally available materials for improvising  the Bats, posts and  Rounders balls | Which  are the likely injuries to occur when  improvisi ng rounders equipmen t? | In groups learners  gather locally available materials for improvising Bat, posts and Rounders balls  Learners in groups improvise age appropriate Bat, posts and Rounders balls | KLB Visionary  Grade 4 pg 44-  49 |  |  |

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|  | **3** | **Basic**  **Movement**  **Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  improvise age appropriate Bats, posts and Rounders ball for playing rounders game | Which  are the likely injuries to occur when  improvisi ng rounders equipmen t? | Learners observe  safety measures when improvising Bat, posts and Rounders balls Learners play games  using improvised  equipment in  Rounders and observe  rules | KLB  Visionary  Grade 4 pg 44-  49 |  |  |
|  | **4** | **Basic Movement Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  observe safety measures when improvising the Bats, posts and Rounders ball | Which  are the likely injuries to occur when  improvisi ng rounders equipmen t? | Learners observe  safety measures when improvising Bat, posts and Rounders balls Learners play games  using improvised  equipment in Rounders and observe rules | KLB Visionary  Grade 4 pg 44-  49 |  |  |
|  | **5** | **Basic Movement Skills** | **Manipula tive skills:** bats, posts and Rounders balls | By the end of the  sub-strand, the learner should be able to:  play games using improvised Bats, posts and | How can  the injuries that are likely to occur while improvisi | Learners observe  safety measures when improvising Bat, posts and Rounders balls Learners play games  using improvised | KLB Visionary Grade 4 pg 44-  49 |  |  |

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|  |  |  |  | Rounders ball for  fun and fitness appreciate  improvising the Bats,  posts and Rounders ball for self- sufficiency | ng  rounders equipmen t be managed? | equipment in Rounders and observe rules |  |  |  |
| **10** | **1** | **Basic Movement Skills** | **Manip ulative skills:**  Pitch orientation | By the end of the  sub-strand, the learner should be able to:  identify the different sections of a Rounders pitch | Which are the  sections of a  Rounders pitch | The learners interact with technology to watch a video clip of a Rounders pitch and look out for the batting and bowling square, the width and length of pitch | KLB Visionary  Grade 4 pg 50-  51 |  |  |
|  | **2** | **Basic**  **Movement**  **Skills** | **Manip ulative skills:**  Pitch orientation | By the end of the  sub-strand, the learner should be able to:  draw a sketch of the Rounders pitch to enhance learning  place Rounders posts in the play area for field orientation | Which are  the  sections of a  Rounders pitch | Using images from  the digital media or sketches provided learners draw the Rounders pitch and indicate the batting square, the bowling square and the 1st,  2nd, 3rd and 4th posts | KLB  Visionary  Grade 4 pg 50-  51 |  |  |

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|  | **3** | **Basic**  **Movement**  **Skills** | **Manip ulative skills:**  Pitch orientation | By the end of the  sub-strand, the learner should be able to:  observe rules when playing Rounders for safety  play Rounders games for fun and enjoyment  appreciate the Rounders as a game for  recreation | Which are  the  sections of  a Rounders pitch | Learners in groups place the Rounders  posts in the play area.  Learners participate in a Rounders games for fun and enjoyment  and observe safety | KLB  Visionary  Grade 4 pg 50-  51 |  |  |
|  | **4** | **Basic**  **Movement**  **Skills** | **Manipulati**  **ve skills:** Bowling in Rounders | By the end of the  sub-strand, the learner should be able to:  describe bowling in rounders game identify the body  parts that are used when bowling in Rounders | What is  the correct stance for the bowling technique  ? | Learners watch a  video clip on bowling and observe the body parts used for holding the Rounders ball the bowling action as used in Rounders. learners discuss their observations from the video clip and respect each other’s opinion  Learners practice the | KLB  Visionary  Grade 4 pg 50-  51 |  |  |

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|  |  |  |  |  |  | correct ball griping  in rounders (First and second fingers placed over two seams of the ball where they come together, with the thumb also over seam). |  |  |  |
|  | **5** | **Basic Movement Skills** | **Manipulati ve skills:** Bowling in Rounders | By the end of the  sub-strand, the learner should be able to:  practice bowling for skill masterly observe the rules  of bowling for fair play and competition | What is  the correct stance for the bowling technique  ? | Learners practice recovery after ball release  Learners demonstrate the standing positions during bowling (feet staggered, feet apart)  In pairs learners demonstrate the arm swing for power and balance during bowling | KLB Visionary Grade 4 pg 50-  51 |  |  |
| **11** | **1** | **Basic**  **Movement**  **Skills** | **Manipulati**  **ve skills:** Bowling in Rounders | By the end of the  sub-strand, the learner should be able to:  play Rounders for fun and enjoyment | Why is it  important to grip the ball correctly in rounders | Learners practice  throwing the Rounders ball in different levels (low, medium, high) | KLB  Visionary  Grade 4 pg 50-  51 |  |  |

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|  |  |  |  | appreciate bowling in rounders | game | Learners practice  bowling in  different directions  (sideways, forward) Learners play  bowling drills for fun and enjoyment observing the rules  of bowling |  |  |  |
|  | **2** | Basic  movement skills | Manipulati  ve skills: Rounders Batting | By the end of the  sub-strand, the learner should be able to: demonstrate the body positions in rounders when batting for skill acquisition | What is  the best body position for a batsma in  Rounders? | Learners interact  with technology to observe the Stance, Grip, swing and hit. The learners discuss their observations and respect each other’s opinion | KLB  Visionary  Grade 4 pg 53-  56 | **1** |  |
|  | **3** | Basic  movement skills | Manipulati  ve skills: Rounders Batting | By the end of  the sub- strand, the learners should be able to practice batting in rounders for skill masterly | What is  the best  body position for a batsma in  Rounders? | Learners in groups  practice the  **-** Stance  **-** Grip  **-** Swing  **-** Hit Learners practice batting the ball to various distances | KLB  Visionary  Grade 4 pg 53-  56 | **2** |  |

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|  | **4** | Basic  movement skills | Manipulati  ve skills: Rounders Batting | By the end of the sub- strand, the learners should be able to observe rules when batting for safety | What is the best body  position for a  batsma in  Rounders? | Learners in groups  use drills to practice batting  Learners observe rules as they play the batting minor game | KLB Visionary Grade 4 pg 53-  56 | **3** |  |
|  | **5** | Basic  movement skills | Manipulati  ve skills: Rounders Batting | By the end of the sub- strand, the learners should be able to play conditioned Rounders games for fun and enjoyment  appreciate batting in Rounders for a successful game | What is the best  body  position for a batsma in Rounders? | Learners observe  rules as they play the batting minor game  Learners record the scores as they play games | KLB Visionary  Grade 4 pg 53-  56 | **4** |  |
| **12** | **CONTINOUS ASSESSMENT TEST** | | | | | | | | |