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| **Wk** | **Ls n** | **Strand/ Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment methods** | **Ref l** |
| **1** | **1** | **GAMES AND SPORTS** | **Athletic truck**  **Event:** Medium starts in sprints | By the end of the sub  strands,the learner should be able to:  a. explain the body  alignmentin Medium  Sprint Start  b. use drills to practice theMedium Sprint Start in races  c. Appreciate the medium sprint start in starting  sprintraces in athletics. | Which are the safety  considerations to observe when  runningthe 50m? | The learner is guided  individually or in groups to:  interact with technology to watch a video clip on the Medium Sprint Start demonstrate the body alignment in medium sprint start by running 50m  and get feedback from the teacher  Practice the medium sprintstart and use the provided checklist to give each  other feedback  use drills to practice themedium sprint start |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Athletic truck**  **Event:** Medium starts in sprints | By the end of the sub  strands,the learner should be able to:  a. use drills to practice  theMedium Sprint  Start in races  b. play racing games using  theMedium Sprint Start and observe safety  c. Appreciate the medium sprint start in starting sprintraces in athletics. | Which are the safety  considerations to observe when  runningthe 50m? | The learner is guided  individually or in groups to:  interact with technology to watch a video clip on the Medium Sprint Start  ce the medium sprint start and use the provided  checklist to give each  other feedback  drills to practice the  medium sprint start  racing games using the medium sprint start and observe safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Elongated start in**  **races** | By the end of the sub  strands,the learner should be able to:  a. practice the body  alignmentin Elongated start in races for skill acquisition | How different is the  Elongated start in races from the Medium Sprint Start? | The learner is guided  individually or in groups to: use the digital devices to watcha video clip on the Elongated start in races |  Field markers   Open field   Sports attire   Lime | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | b. discuss the health benefits  gained through participating in running  c. enjoy starting races using the Elongated start |  | onstrate the body  alignment in Elongated start in races and get feedback from the  teacher  gated start and use provided checklist to  give feedback to each other  ills to practice the  Elongated start in races |  Videos   Resource  person |  |  |
|  | **4** |  | **Elongated start in races** | By the end of the sub strands,  the learner should be able to:  a. discuss the health benefits gained through participating  in running  b. use drills to practice the  Elongated start in races  c. enjoy starting races using  the Elongated start  d. Observe safety when performing Elongated start in races | How different is the  Elongated start in races from the  Medium Sprint Start? | the health benefits  gained by participating in running  rve safety when performing the Elongated start  in races  Elongated start in races for fun and enjoyment |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Run through finish technique** | By the end of the sub strands,  the learner should be able to:  a. explain the ‘Run through finish’ technique in race to  enhance learning  b. practice the ‘Run through finish’ technique for skill acquisition  c. observe safety when practicing the ‘Run through  finish’ technique  d. appreciate the ‘Run through  finish’ technique in races for a good finish | Which other method  can be used to finish a race? | The learner is guided  individually or in groups to:  trate the ‘Run through finish’ and get  feedback from the teacher  ce the ‘Run through finish’ in races and give each other feedback  s to practice the  ‘Run through finish’ in races racing games and use  the ‘Run through finish’ and  observe safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
| **2** | **1** |  | **improvising the relay Baton** | By the end of the sub strands,  the learner should be able to:  a. identify and gather locally available materials for improvising the relay Baton  b. observe safety when improvising the relay Baton  to avoid injuries | Why is it important to  improvise play items? | The learner is guided  individually or in groups to:  technology to find out the shape of a relay baton  rs identify and gather  locally available materials that can be used to  improvise durable relay batons |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | c. use improvised relay Baton  to play games for fun and enjoyment |  | vely improvise age  appropriate relay Batons using correct measurements |  |  |  |
|  | **2** |  | **improvising the**  **relay Baton** | By the end of the sub strands,  the learner should be able to:  a. creatively improvise age appropriate relay batons for  use during relay races  b. observe safety when improvising the relay Baton to avoid injuries  c. use improvised relay Baton to play games for fun and enjoyment | Why is it important to  improvise play items? | The learner is guided  individually or in groups to:  technology to find out the shape of a relay baton  rs identify and gather  locally available materials that can be used to  improvise durable relay batons vely improvise age  appropriate relay Batons using correct measurements |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **improvising the relay Baton** | By the end of the sub strands,  the learner should be able to:  a. dispose waste after improvisation for environmental care  b. observe safety when improvising the relay Baton  to avoid injuries  c. use improvised relay Baton to play games for fun and enjoyment | Why is it important to  improvise play items? | he working area and  dispose of waste appropriately games using  improvised batons and observe  safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **4** |  | **Visual Baton exchange** | By the end of the sub strands,  the learner should be able to:  a. practice the visual baton change technique in relays  for skill acquisition  b. use drill to practice the visual baton change in  relays  c. display joy when appreciating in the relay races | How is relay baton  change useful in daily life | The learner is guided  individually or in groups to:  act with technology to observe the visual baton change  in relays  Demonstrate the visual baton exchange technique in  relays and get feedback from  the teacher  the provided checklist to give each other feedback when  practicing the visual baton exchange technique  ls to develop the visual baton change technique in relays |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Visual Baton**  **exchange** | By the end of the sub strands,  the learner should be able to: | How is relay baton  change useful in daily life | The learner is guided  individually or in groups to: |  Field markers   Open field   Sports attire | a) Observation checklists  b) Portfolio |  |



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|  |  |  |  | a. practice the visual baton  change technique in relays for skill acquisition  b. use drill to practice the visual baton change in  relays  c. display joy when appreciating in the relay  races |  | act with technology to  observe the visual baton change in relays  Demonstrate the visual baton exchange technique in  relays and get feedback from the teacher  ded checklist to  give each other feedback when practicing the visual baton exchange technique  ls to develop the visual baton change technique in relays |  Lime   Videos   Resource  person   Required  resources | c) Progress reports |  |
| **3** | **1** |  | **Visual Baton exchange** | By the end of the sub strands,  the learner should be able to:  a. Creatively come up with drills to practice the visual  baton change technique b. play games that involve  visual baton change in relays and observe safety  c. display joy when appreciating in the relay races | How is relay baton  change useful in daily life | Creatively come up with  own drills to practice the visual baton change technique  actice the visual baton  change technique and use provided checklist  to give each other feedback  ate in shuttle relays in small groups, and use visual baton exchange while observing safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Visual Baton exchange** | By the end of the sub strands,  the learner should be able to:  a. Creatively come up with drills to practice the visual  baton change technique  b. play games that involve visual baton change in relays and observe safety  c. display joy when appreciating in the relay races | How is relay baton  change useful in daily life | ely come up with  own drills to practice the visual baton change technique  actice the visual baton change technique and use  provided checklist  to give each other feedback  ate in shuttle relays  in small groups, and use visual baton exchange while observing safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Hurdles**  **Approach,** | By the end of the sub strands,  the learner should be able to:  a. practice the Approach, Take off, Flight and hurdle clearance for skill acquisition  b. discuss the safety considerations to observe | How can respect for  classmates be demonstrated during  hurdle events?  How does participation in hurdle events enhance | The learner is guided  individually or in groups to use digital devices and other  sources of information to:  out what hurdle events are and the distances covered. ch a video or videos on  hurdle clearance |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | when performing the hurdle  event  c. enjoy participating in the  hurdle races | fitness for an  individual? | ve the foot placement  over the hurdles when clearing strate the Approach,  Take off, Flight and Hurdle clearance and get feedback  from the teacher  proach, Take  Off, Flight and Hurdle  Clearance and give each other feedback  ills to practice the  Approach, Take Off and Flight and give each other feedback |  |  |  |
|  | **4** |  | **Take off,** | By the end of the sub strands,  the learner should be able to:  a. practice the Approach, Take off, Flight and hurdle  clearance for skill acquisition  b. discuss the safety considerations to observe  when performing the hurdle event  c. enjoy participating in the  hurdle races | How can respect for  classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance  fitness for an individual? | The learner is guided  individually or in groups to use digital devices and other sources of information to:  find out what hurdle events are and the distances covered.  ch a video or videos on hurdle clearance  ve the foot placement  over the hurdles when clearing strate the Approach,  Take off, Flight and Hurdle  clearance and get feedback from the teacher  proach, Take  Off, Flight and Hurdle  Clearance and give each other feedback  ills to practice the  Approach, Take Off and Flight and give each other feedback |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Flight and hurdle clearance** | By the end of the sub strands,  the learner should be able to:  a. use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events  b. creatively come up with own drills to practice the | How can respect for  classmates be demonstrated during  hurdle events?  How does participation in hurdle events enhance  fitness for an individual? | The learner is guided  individually or in groups to use digital devices and other  sources of information to:  out what hurdle events are and the distances covered. ch a video or videos on  hurdle clearance  ve the foot placement  over the hurdles when clearing |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | Approach, take off, Flight  and hurdle clearance c. discuss the safety  considerations to observe when performing the hurdle  event |  | strate the Approach,  Take off, Flight and Hurdle clearance and get feedback  from the teacher  proach, Take  Off, Flight and Hurdle Clearance and give each other feedback  ills to practice the Approach, Take Off and Flight and give each other feedback |  |  |  |
| **4** | **1** |  | **Flight and hurdle clearance** | By the end of the sub strands,  the learner should be able to:  a. use drills and age appropriate hurdles to  practice the Approach, Take off, Flight and hurdle  clearance for competence in hurdle events  b. creatively come up with own drills to practice the  Approach, take off, Flight  and hurdle clearance c. discuss the safety  considerations to observe when performing the hurdle event | How can respect for  classmates be demonstrated during hurdle events?  How does participation in hurdle events enhance  fitness for an individual? | atively come up with  drills to practice the Approach, Take Off,  Flight and Hurdle Clearance  rovided checklist to give each other feedback when practicing the  Approach, Take Off, Flight and  Hurdle Clearance  the approach, take off, flight and hurdle clearance while focusing on: coordination, reaction time and speed  appropriate hurdles and observe safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Field Events:**  Long jump | By the end of the sub strands,  the learner should be able to:  a. familiarize with the facility and the equipment for long  jump  b. identify the sections of the Long jump area to enhance skill development  c. discuss the most appropriate locally available material  for filling the long jump pit  d. play games that involve jumping for fun and observe safety | Which locally  available materials can be used to fill in,  the long jump pit? | The learner is guided  individually or in groups to:  se provided sketches, pictures or use the digital media  to watch images of the long  jump facility and observe the take-off board the runway and the jumping pit  locally available material for filling the long jump pit  lay games that involve jumping for fun and observe  safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio c) Progress  reports |  |
|  | **3** |  | **Long jump technique** | By the end of the sub strands,  the learner should be able to: | 1. How can skills in  long jump be helpful in daily life? | The learner is guided  individually or in groups to: |  Field markers   Open field   Sports attire | a) Observation checklists  b) Portfolio |  |



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|  |  |  |  | a. practice the approach run,  take off, flight and landing in long jump  b. play games that enhance approach run, take off,  flight and landing in long jump and observe safety  c. appreciate Long jump as a  sport | 2. Why should an  athlete take off from the take-off  board during long jump? | use digital devices and  watch video clips of the long jump event and observe the  approach run, take off, flight and landing  demonstrate the approach run, take off, flight and landing and get feedback from the  teacher  ractice the approach run, take off, flight and landing give  each other feedback |  Lime   Videos   Resource  person   Required  resources | c) Progress reports |  |
|  | **4** |  | **Long jump technique** | By the end of the sub strands,  the learner should be able to:  a. practice the approach run, take off, flight and landing  in long jump  b. play games that enhance approach run, take off,  flight and landing in long  jump and observe safety  c. appreciate Long jump as a sport | 1. How can skills in  long jump be helpful in daily life?  2. Why should an  athlete take off from the take-off board during long jump? | The learner is guided  individually or in groups to:  use digital devices and watch video clips of the long  jump event and observe the approach run, take off, flight  and landing  demonstrate the approach run, take off, flight and landing  and get feedback from the  teacher  ractice the approach run, take off, flight and landing give each other feedback |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Long jump technique** | By the end of the sub strands,  the learner should be able to:  a. practice the approach run, take off, flight and landing  in long jump  b. play games that enhance approach run, take off,  flight and landing in long  jump and observe safety  c. appreciate Long jump as a sport | 1. How can skills in  long jump be helpful in daily life?  2. Why should an  athlete take off from the take-off board during long jump? | The learner is guided  individually or in groups to:  use digital devices and watch video clips of the long  jump event and observe the approach run, take off, flight  and landing  demonstrate the approach run, take off, flight and landing  and get feedback from the  teacher  ractice the approach run, take off, flight and landing give each other feedback |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
| **5** | **1** |  | **Long jump technique** | By the end of the sub strands,  the learner should be able to:  a. use drills to practice the approach run, take off, | 1. How can skills in  long jump be helpful in daily life?  2. Why should an | establish the running rhyme  in long jump to establish the takeoff foot |  Field markers   Open field   Sports attire   Lime | a) Observation checklists  b) Portfolio |  |



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|  |  |  |  | flight and landing in long  jump  b. establish the running rhyme in long jump for accurate  stepping on the take-off  board  c. appreciate Long jump as a sport | athlete take off  from the take-off board during long  jump? | use provided checklist to  give each other feedback when practicing the approach run,  take off, flight and landing  when taking part in the long jump event  enjoyment and observe safety appropriate drills to  practice the approach run, take off, flight and landing |  Videos   Resource  person   Required  resources | c) Progress reports |  |
|  | **2** |  | **Long jump technique** | By the end of the sub strands,  the learner should be able to:  a. use drills to practice the approach run, take off, flight and landing in long jump  b. play games that enhance approach run, take off,  flight and landing in long jump and observe safety  c. appreciate Long jump as a sport | 1. How can skills in  long jump be helpful in daily life?  2. Why should an  athlete take off from the take-off  board during long  jump? | establish the running rhyme  in long jump to establish the takeoff foot  use provided checklist to  give each other feedback when practicing the approach run,  take off, flight and landing  when taking part in the long jump event  enjoyment and observe safety ppropriate drills to  practice the approach run, take off, flight and landing |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. familiarize with the facility, equipment and the sector in  discus  b. observe safety when improvising the discus  c. play games that involve  throwing for fun and observe safety | Which locally  available materials can be used to make the discus? | The learner is guided  individually or in groups to:  video clips of the discuss facility, equipment and the sector  sources of information to find out  o the shape of the discuss  o the weight of the discus for their age  locally available materials that can be used to improvise a durable discuss  appropriate discus |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  | **4** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. familiarize with the facility, equipment and the sector in  discus  b. observe safety when improvising the discus  c. play games that involve  throwing for fun and observe safety | Which locally  available materials can be used to make  the discus? | The learner is guided  individually or in groups to:  video clips of the discuss facility, equipment and the sector  sources of information to find out  o the shape of the discuss  o the weight of the discus for  their age  and gather locally available materials that can be used to improvise a durable discuss  appropriate discus |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. identify and gather locally available materials for improvising the discus  b. observe safety when improvising the discus  c. play games that involve  throwing for fun and observe safety | Which locally  available materials can be used to make  the discus? | The learner is guided  individually or in groups to:  video clips of the discuss facility, equipment and the sector  sources of information to find out  o the shape of the discuss  o the weight of the discus for  their age  locally available materials that can be used to improvise a durable discuss  creatively improvise an age appropriate discus |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
| **6** | **1** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. identify and gather locally available materials for improvising the discus  b. observe safety when improvising the discus | Which locally  available materials can be used to make  the discus? | The learner is guided  individually or in groups to:  video clips of the discuss facility, equipment and the sector  sources of information to find out |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | c. play games that involve  throwing for fun and observe safety |  | o the shape of the discuss  o the weight of the discus for  their age  locally available materials that can be used to improvise a durable discuss |  |  |  |
|  | **2** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. creatively improvise age appropriate discuss  b. dispose waste appropriately after improvising for  environmental care c. observe safety when  improvising the discus  d. play games that involve throwing for fun and observe safety | Which locally  available materials can be used to make the discus? | dispose waste appropriately improvised discus and observe  safety  Play games involving discuss throwing area and equipment  for fun and enjoyment.  appropriate discus |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Standing Discus** | By the end of the sub strands,  the learner should be able to:  a. creatively improvise age appropriate discuss  b. dispose waste appropriately after improvising for environmental care  c. observe safety when improvising the discus  d. play games that involve throwing for fun and observe safety | Which locally  available materials can be used to make  the discus? | dispose waste appropriately improvised discus and observe  safety  Play games involving discuss throwing area and equipment  for fun and enjoyment.  appropriate discus |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **4** |  | **Standing discus technique** | By the end of the sub strands,  the learner should be able to:  a. practice the stance, grip, swing, release and recovery in standing discuss  b. apply rules when practicing the standing discus relates  well with the team during practice  c. Watch a video clip on standing discuss | 1. Which is the best  way to hold/grip the discus when taking a  standing throw?  2. Which locally available materials can be used to make the discus? | The learner is guided  individually or in groups to:  a  video clip on the standing discuss and observe the  o grip,  o swing,  o release and recovery  swing, release and recovery and get feedback from the teacher |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Standing discus technique** | By the end of the sub strands,  the learner should be able to: | 1. Which is the best  way to hold/grip the |  |  Field markers   Open field | a) Observation checklists |  |



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|  |  |  |  | a. practice the stance, grip,  swing, release and recovery in standing discuss  b. apply rules when practicing the standing discus relates  well with the team during practice  c. Watch a video clip on standing discuss | discus when taking a  standing throw?  2. Which locally available materials  can be used to make  the discus? |  |  Sports attire   Lime   Videos   Resource  person   Required  resources | b) Portfolio c) Progress reports |  |
| **7** | **1** |  | **Standing discus technique** | By the end of the sub strands,  the learner should be able to:  a. use drills to practice the stance, grip, swing, release  and recovery in standing  discuss  b. play throwing games using relay batons to practice the  stance, grip, swing, release and recovery  c. apply rules when practicing the standing discus relates  well with the team during practice | 1. Which is the best  way to hold/grip the discus when taking a  standing throw?  2. Which locally available materials  can be used to make  the discus? | actice the standing discus  and give each other feedback  stance, grip, swing, release and recovery  use bean bags to play throwing games and use the  stance, grip, swing, release and recovery and observe safety  serve rules when  participating in standing discuss |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Standing discus technique** | By the end of the sub strands,  the learner should be able to:  a. use drills to practice the stance, grip, swing, release and recovery in standing discuss  b. play throwing games using relay batons to practice the  stance, grip, swing, release  and recovery  c. apply rules when practicing the standing discus relates  well with the team during practice | 1. Which is the best  way to hold/grip the discus when taking a  standing throw?  2. Which locally available materials can be used to make the discus? | actice the standing discus  and give each other feedback  stance, grip, swing, release and recovery  use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety  serve rules when participating in standing discuss |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Straddle and**  **Straddle cross:**  Rope work | By the end of the sub strands,  the learner should be able to:  a. explain the term straddle as used in skipping rope  b. practice the straddle and straddle cross for skill acquisition | What other  combinations can be made in straddle? | The learner is guided  individually or in groups to:  ct with digital to observe the straddle  tice the straddle and straddle cross and get feedback from the teacher |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | c. observe safety when  practicing the straddle to avoid injuries  d. play skipping games for fun and enjoyment |  | stationery, backwards forwards  and with eyes closed  alternate jumping rope with  feet together and straddle  ay skipping games with friends for fun and enjoyment |  Required resources |  |  |
|  | **4** |  | **Straddle and**  **Straddle cross:**  Rope work | By the end of the sub strands,  the learner should be able to:  a. explain the term straddle as used in skipping rope  b. practice the straddle and straddle cross for skill acquisition  c. observe safety when practicing the straddle to avoid injuries  d. initiate skipping games when with friends | What other  combinations can be made in straddle? | The learner is guided  individually or in groups to:  ct with digital to observe the straddle  tice the straddle and straddle cross and get feedback from the teacher  stationery, backwards forwards and with eyes closed  ternate jumping rope with  feet together and straddle  ay skipping games with friends for fun and enjoyment |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Skier** | By the end of the sub strands,  the learner should be able to: a. explain the term skier as used in skipping rope  b. practice the skier for skill acquisition  c. observe safety when  practicing the skier to avoid injuries  d. play skipping games for enjoyment | Which skipping  technique can be combined with skier? | The learner is guided  individually or in groups to:  ct with digital to observe the skier  ice the skier and get feedback from the teacher  ce the skier while  stationery, backwards forwards and with eyes closed  and enjoyment |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
| **8** | **1** |  | **Skier** | By the end of the sub strands, the learner should be able to: a. explain the term skier as  used in skipping rope  b. practice the skier for skill acquisition  c. observe safety when  practicing the skier to avoid injuries  d. play skipping games for enjoyment | Which skipping technique can be combined with skier? | The learner is guided individually or in groups to:  ct with digital to  observe the skier  ice the skier and get feedback from the teacher  ce the skier while  stationery, backwards forwards and with eyes closed  enjoyment |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Heels tap** | By the end of the sub strand the  learner should be able to: | How does skipping  contribute to good health? | The learner is guided  individually and in groups to: |  Field markers   Open field   Sports attire | a) Observation checklists  b) Portfolio |  |



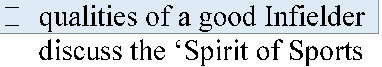
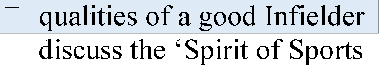
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|  |  |  |  | a. explain the term Heel taps  as used in skipping rope  b. practice Heel taps for skill  acquisition  c. observe safety when practicing the skier to avoid injuries  d. play games for enjoyment |  | ct with digital to  observe the Heel taps  practice the Heel taps and  get feedback from the teacher  stationery, backwards forwards and with eyes closed  enjoyment |  Lime   Videos   Resource  person   Required  resources | c) Progress reports |  |
|  | **3** |  | **Heels tap** | By the end of the sub strand the  learner should be able to:  a. explain the term Heel taps as used in skipping rope  b. practice Heel taps for skill  acquisition  c. observe safety when practicing the skier to avoid  injuries  d. play games for enjoyment | How does skipping  contribute to good health? | The learner is guided  individually and in groups to:  ct with digital to observe the Heel taps  practice the Heel taps and  get feedback from the teacher  stationery, backwards forwards and with eyes closed  enjoyment |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **4** |  | **Soccer Passes:**  Push pass | By the end of the sub strands,  the learner should be able to:  a. practice the push pass for skill acquisition  b. use drills to practice the push pass for skill masterly  c. appreciate the push pass as  an essential skill when playing soccer | Which is the direction  of the supporting foot when taking the push  pass | The learner is guided  individually or in groups to:  e digital media to watch how a push pass is taken  emonstrate a push pass and get feedback from the teacher  ce the push pass and  give each other feedback push pass  practice the push pass |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **5** |  | **Soccer Passes:**  Push pass | By the end of the sub strands,  the learner should be able to:  a. use drills to practice the push pass for skill masterly  b. use the push pass in playing  games and observe safety c. appreciate the push pass as  an essential skill when playing soccer | Which is the direction  of the supporting foot when taking the push  pass | contribution of  the ‘spirit of sports value  ‘Teamwork for good performance- use health or excellence  push pass in playing games and observe safety  the push pass as an essential skill when playing soccer  practice the push pass |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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| **9** | **1** |  | **Wall pass** | By the end of the sub strands,  the learner should be able to:  a. identify the position of the players when the wall pass  is take  b. practice the wall pass for skill acquisition  c. play minor soccer games  and use the wall pass while observing safety  d. appreciate wall pass as necessary skill in soccer | 1. How many players  are involved in a wall pass?  2. Why does the referee award a wall  pass? | The learner is guided  individually or in groups to:  taking of wall pass in soccer and observe the  players position  onstrate the wall pass and get feedback from the teacher  ractice the wall pass  the rules when  taking the wall pass  minor soccer games and use the wall pass  safety while playing the minor soccer game |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **2** |  | **Wall pass** | By the end of the sub strands,  the learner should be able to:  a. practice the wall pass for skill acquisition  b. use drills to practice the  wall pass for skill masterly c. play minor soccer games  and use the wall pass while  observing safety  d. appreciate wall pass as necessary skill in soccer | 1. How many players are involved in a wall  pass?  2. Why does the referee award a wall  pass? | The learner is guided  individually or in groups to:  taking of wall pass in soccer and observe the players position  onstrate the wall pass and get feedback from the teacher  pass  the rules when  taking the wall pass  minor soccer games and use the wall pass  safety while playing the minor soccer game |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Outside of the foot**  **pass** | By the end of the sub strands,  the learner should be able to:  a. identify the part of the body called Outside of the foot  for body awareness  b. practice passing the ball using the Outside of the  foot to enhance learning  c. play modified soccer games for fun and enjoyment  while observing safety | Which other parts of  the body can be used to pass the ball in  soccer? | The learner is guided  individually or in groups to:  ith technology to identify the part of the body called Outside of the foot  ate passing the ball using the Outside of the foot  and get feedback from the teacher  ‘spirit of sports value’ fair play in competitions |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | d. Appreciate passing the ball  using the Outside of the foot in soccer |  | ified soccer games  for fun and enjoyment while observing safety  ate passing the ball using the Outside of the foot in soccer |  |  |  |
|  | **4** |  | **Outside of the foot**  **pass** | By the end of the sub strands,  the learner should be able to:  a. practice passing the ball using the Outside of the foot to enhance learning  b. use drills to practice passing the ball using the Outside of the foot for skill masterly  c. play modified soccer games for fun and enjoyment  while observing safety  d. Appreciate passing the ball using the Outside of the  foot in soccer | Which other parts of  the body can be used to pass the ball in  soccer? | The learner is guided  individually or in groups to:  ate passing the ball using the Outside of the foot and get feedback from the teacher  s to practice passing the ball using the Outside of the  foot for skill masterly  ‘spirit of sports value’ fair play in competitions ified soccer games  for fun and enjoyment while observing safety  ate passing the ball using the Outside of the foot in soccer |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio c) Progress  reports |  |
|  | **5** |  | **BATTING GAMES**  **– SOFTBALL**  Field, equipment and choosing bat | By the end of the sub strands,  the learner should be able to:  a. familiarize with the field and the equipment for  different players in softball  b. demonstrate the procedure for choosing the correct bat for a player  c. differentiate between the catcher’s mitts and fielding gloves in softball | How can  softball be polarized in  primary schools in Kenya? | The learner is guided  individually or in groups to:  sources of information to view the softball field and the equipment for different players  demonstrate the procedure for choosing the correct bat and get feedback from the teacher  sources of information to differentiate between the catcher’s mitts and fielding gloves |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio c) Progress  reports |  |
| **10** | **1** |  | **BATTING GAMES**  **– SOFTBALL**  Field, equipment and choosing bat | By the end of the sub strands, the learner should be able to:  a. familiarize with the field  and the equipment for different players in softball  b. demonstrate the procedure for choosing the correct bat for a player | How can softball be  polarized in  primary schools in Kenya? | The learner is guided individually or in groups to:  sources of information to view the softball field and the equipment for different players |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person | a) Observation checklists  b) Portfolio c) Progress reports |  |



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|  |  |  |  | c. differentiate between the  catcher’s mitts and fielding gloves in softball |  | demonstrate the procedure  for choosing the correct bat and get feedback from the teacher  sources of information to differentiate between the catcher’s mitts and fielding gloves |  Required resources |  |  |
|  | **2** |  | **Responsibilities**  **and**  **Qualities infielder** | By the end of the sub strands,  the learner should be able to:  a. list the responsibilities of infield players for good defense  b. outline the qualities of a good infielder for excellent  play  c. position the infield players in respective positions of  play at the start of game  d. play games for fun and enjoyment and observe safety | Which are the key  positions that make up the infield players? | The learner is guided  individually or in groups to interact with digital  media to find out the:  players.  Value  ‘Character and Education  d observe safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **3** |  | **Responsibilities and**  **Qualities infielder** | By the end of the sub strands,  the learner should be able to:  a. list the responsibilities of infield players for good defense  b. outline the qualities of a good infielder for excellent  play  c. position the infield players in respective positions of play at the start of game  d. play games for fun and enjoyment and observe safety | Which are the key  positions that make up the infield  players? | The learner is guided  individually or in groups to interact with digital  media to find out the:  players.  lder  Value  ‘Character and Education safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |
|  | **4** |  | **Responsibilities and**  **Qualities Outfield player** | By the end of the sub strands,  the learner should be able to: a. list the responsibilities of Outfield players for good  defense  b. outline the qualities of a good Outfield player for  excellent play | Which are the  key positions that make up  the Outfield players? | The learner is guided  individually or in groups to interact with digital  media to find out the:  players.  Value |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |



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|  |  |  |  | c. position the Outfield  players in respective positions of play at the start  of game  d. observe rules when playing softball for safety and fair  play  e. play modified softball for fun |  | ‘Character and Education  safety |  |  |  |
|  | **5** |  | **Responsibilities and**  **Qualities Outfield player** | By the end of the sub strands,  the learner should be able to:  a. list the responsibilities of  Outfield players for good defense  b. outline the qualities of a good Outfield player for excellent play  c. position the Outfield players in respective  positions of play at the start of game  d. observe rules when playing  softball for safety and fair play  e. play modified softball for fun | Which are the  key positions that make up the Outfield  players? | The learner is guided  individually or in groups to interact with digital  media to find out the:  players.  qualities of a good Infielder  Value  ‘Character and Education  safety |  Field markers   Open field   Sports attire   Lime   Videos   Resource  person   Required  resources | a) Observation checklists  b) Portfolio  c) Progress  reports |  |