ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education would like to thank the following for their immense contribution to the writing of this teacher’s guide:

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- Physical Education, Sport and Mass Displays Syllabus panellists
- Representatives of Universities
- Representatives of Teachers Colleges
- United Nations Children’s Fund (UNICEF) for Funding
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1.0 ORGANISATION OF THE GUIDE

The Junior School level (Grade 3 to 7) Physical Education Sport and Mass Displays teachers’ guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum with ease. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as the teacher must have in the course of curriculum delivery for Physical Education Sport and Mass Displays. Part B of the guide focuses on the curriculum content, objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Junior School (Grade 3 to 7) Physical Education Sport and Mass Displays learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners’ in your custody at the school where you are teaching.

To enhance your understanding of the Sport Management learning area, it is very important that you read through the given guidelines thoroughly.

2.0 PART A: CRITICAL DOCUMENTS

INTRODUCTION

The Primary and Secondary Education Curriculum 2015-2022 has been defined by a policy framework which outlines the stance taken by the Ministry of Primary and Secondary Education. The teacher, as the implementer on the ground, ought to familiarise with documents that the Ministry has availed in order to develop an understanding of the new dimension the curriculum has taken. It is of paramount importance for you to embrace the changes that come with it. In this chapter the guide shall discuss the critical documents that a teacher should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

RATIONALE

Physical Education, Sport and Mass Displays plays a leading role in the total development of the learner. It is the primary means through which learners acquire competencies such as knowledge, skills, right attitudes and values related to all learning areas in the curriculum for pursuit of a lifelong physically active and healthy lifestyle.

Junior School level Physical Education, Sport and Mass Displays learning area provides a platform for the transmission of competencies acquired at Infant level for application in amateur and professional sport.

2.3 OBJECTIVES

By the end of Part A of this guide, you as the teacher, should be able to

- identify critical documents in curriculum implementation
- describe the contents of each critical document
- interpret Junior School 2015-2022 Physical Education and Sport syllabus

THE CRITICAL DOCUMENTS

As a teacher, it is important for you to know the critical documents that you must have in order to deliver the curriculum effectively in respect of Junior School 2015-2022 Physical Education Sport and Mass Display learning area. You must have the following:

- Curriculum Framework for Primary and Secondary Education (2015-2022)
- National Syllabus
- School syllabus
Aims

- Develop organic health and fitness for all learners in the school.
- Provide children with a sense of achievement and enjoyment.
- Develop individual skills and competences.
- Develop a variety of character traits such as will power, determination, self discipline and a spirit of co-operation.
- Foster a body of knowledge specifically relating to sports.
UNIT 1

CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

Introduction
The curriculum Framework for Primary and Secondary Education (2015-2022) was crafted to provide a medium to long term policy direction, to make improvements in the delivery of a home grown curriculum. It establishes a clear sequence of priorities that a teacher must study clearly to ensure that a return on investment made in education is optimised in terms of the results that matters the most, which are learner outcomes. This unit will give a brief outline of the Curriculum Framework and it is important that you read the full edition to appreciate the dictates of the new curriculum.

OBJECTIVES OF THE CURRICULUM

By the end of Unit 1 which is on curriculum framework of this guide, you as the teacher, should be able to:

- Motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- Prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- Ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- Prepare and orient learners for participation in voluntary service and leadership

KEY ELEMENTS

The Curriculum Framework for Primary and Secondary Education (2015-2022) contains the following key elements which you need to constantly refer to:

- Preamble
- Background
- Goals of the curriculum
- Learning areas
- Teaching and Learning methods
- Assessment and Learning
- Strategies for effective curriculum implementation
- Principles and values guiding the curriculum
- The Future
UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

Syllabus interpretation facilitates breaking down of content into teachable units. Correct syllabus interpretation is pivotal to the delivery of effective lessons, through careful planning by the teacher. Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the preamble (as derived from the Framework)
- The syllabus aims and objectives – What does the syllabus intend to achieve within the learners?
- The content – Knowledge, skills and attitudes i.e. competences. The content constitutes the heart of the syllabus.

Careful syllabus interpretation is critical for the development of a good school, syllabus, scheme of work and lesson plan and you should also note that you are mandated to teach from the syllabus, where the national examinations are set from.

OBJECTIVES

The following are objectives for syllabus interpretation

By the end of Part A of this guide, you the teacher, should be able to:

- demonstrate an understanding of the National Physical Education Sport and Mass Displays Syllabus, through correct interpretation and usage.

- interpret the National Physical Education Sport and Mass Displays Syllabus and develop the school syllabus from it.

TYPES OF SYLLABI

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning/teaching concepts and content, suggested methodology and assessment criteria at every Junior level. As a teacher, you should always have it and use it to guide you in your day to day teaching and learning activities.

NATIONAL SYLLABUS

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, learning/ teaching concepts and content, suggested methodology and assessment criteria at every level. As a teacher you should always have it and use it to guide you in your day to day teaching and learning activities.
Componenets of the Syllabus

As a teacher it is important for you to understand the component of the syllabus as listed below:

- Preamble
- Aims
- Course Objectives
- Assessment Objectives
- Content/Activities
- Methodology
- Assessment Scheme

SCHOOL SYLLABUS

This must be drawn from the National Syllabus by reorganising content taking into account local factors that may affect your teaching.
UNIT 3

SCHEMES OF WORK

Definition:
This is a document that you, as a teacher, should draw from the national and school syllabus. You should outline the objectives, activities, content and methodologies (see scheme of work/scheme-cum plan template below). You should draw your scheme of work/scheme cum plans two weeks ahead of lesson delivery date. (use of ICT in drawing the documents is encouraged)

Grade 3

Physical Education Scheme

Aims

- Develop organic health and fitness for all learners in the school.
- Provide children with a sense of achievement and enjoyment.
- Develop individual skills and competences.
- Develop a variety of character traits such as will power, determination, self discipline and a spirit of cooperation.
- Foster a body of knowledge specifically relating to sports
<table>
<thead>
<tr>
<th>WEEK ENDING</th>
<th>CONTENT/TOPIC</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES/SKILLS/KNOWLEDGE</th>
<th>SOM</th>
<th>FACILITY/EQUIPMENT</th>
<th>METHODS/ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/10/16</td>
<td>Organs of the body&lt;br&gt;• Humans have external and internal body parts.</td>
<td>By the end of the week pupils should be able to:&lt;br&gt;• name external and internal body parts&lt;br&gt;• distinguish external and internal body parts&lt;br&gt;• discuss ways of caring for different body parts</td>
<td>Collaboration Decision making</td>
<td>Physical Education, Sport and Mass Displays Junior (Grade 3-7) National Syllabus page 40 Physical Education and Sport Assessment Manual page 30 and 60</td>
<td>Human body pictures</td>
<td>METHODS&lt;br&gt;• Demonstration, Command, Practice, Guided Discovery, Group Work, Pair work, Tasking&lt;br&gt;ACTIVITIES&lt;br&gt;• Identifying and naming external and internal parts of the human body&lt;br&gt;• Drawing and labelling parts of the human body&lt;br&gt;• Moulding the human body&lt;br&gt;• Playing the touch game of own body&lt;br&gt;• Completing a classification table of the human body parts&lt;br&gt;• Dramatising ways of caring for different body parts&lt;br&gt;• Discussing and demonstrating care of body parts&lt;br&gt;• Completing crossword puzzle&lt;br&gt;• Playing jigsaw puzzle games&lt;br&gt;• Discussing the norms and values related to body parts</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4

LESSON PLAN

DEFINITION
It is a teacher’s detailed description of the course of instruction, a learning trajectory for a lesson. It is developed by
the teacher to guide class learning.

It is the teacher’s road map of what learners need to learn and how it will be done effectively during class time. This
is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (for the components
of the lesson plan see the detailed lesson plan template below)

DETAILED LESSON PLAN

Date: 22 September 2016
Grade: Grade 3
Time: 11.30 -12.30
Learning Area: Physical Education
Topic/Content: Organs of the body
Sub-Topic: Internal and external body parts.
S.O.M: -Physical Education and Sport Pupils book page 22
-Physical Education and Sport teachers book page 45&75
-P E, Sport and Mass Displays Jr (gr3-7) National Syllabus pge 40
Equipment: Manipulative and block play area, charts, dolls, mirrors, pictures,
puzzles, clay and play dough, crayons, books, paper glue, magazines, papier-mache

Number of learners: 20
Assumed Knowledge: learners can differentiate between boy and girl and left and right.

Lesson Objectives

By the end of the lesson, learners should be able to:

- name external and internal body parts
- distinguish external and internal body parts
<table>
<thead>
<tr>
<th>STAGE</th>
<th>CONTENT</th>
<th>ORGANISATION</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>- Teacher introduces the lesson</td>
<td></td>
<td>- Horse shoe</td>
</tr>
<tr>
<td>1 min</td>
<td>- Learners identify with boy and girl or left and right</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm up</strong></td>
<td><strong>General</strong> stretches</td>
<td></td>
<td>- Safety check of the field</td>
</tr>
<tr>
<td>10 mins</td>
<td><strong>Specific</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skill Development</strong></td>
<td>- identifying internal and external human body parts</td>
<td></td>
<td>PLEASE NOTE: NO naming of genitals - identification of head parts for the five senses - the game should emphasise on body parts naming</td>
</tr>
<tr>
<td>20 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>- building a human body model</td>
<td></td>
<td>- correct classifications -Starting from head to toe naming body parts</td>
</tr>
<tr>
<td>20 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cool Down</strong></td>
<td>- Jogging up and down in a designated area</td>
<td>-stretch the body parts systematically</td>
<td>-stretch parts of body not more than 20 seconds</td>
</tr>
<tr>
<td>8 mins</td>
<td>- static stretches</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>- Lessons learnt</td>
<td></td>
<td>-feedback by learners</td>
</tr>
<tr>
<td>1 min</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON EVALUATION:

Strength:
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Weaknesses:
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..............................................................................................................................................................................................
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Way Forward
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..............................................................................................................................................................................................
UNIT 5

RECORDS

DEFINITION
This is a systematic procedure by which the records of an organisation are created, captured, maintained and disposed of.

Learner Profiles
Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

Progress Record
You should have a progress record to capture learner performances.

Attendance Register
This is a critical document you should have as a teacher to track and record your learner’s class or lesson attendance.

Conclusion
The teacher’s guide is meant to equip the teacher with knowledge on critical documents, syllabus interpretation and curriculum delivery, particularly in Physical Education Sport and Mass Displays. It will fuel the implementation of the new curriculum for 2015-2022.

The inclusion of the different cross cutting themes seeks to foster competency development through the teaching and learning of Physical Education Sport and Mass Displays, as some of these themes may be examined in the National examinations.

Finally, you are reminded that you lie between the correct implementation and impartation of what the curriculum framework seeks to achieve for the Zimbabwean nationality.
3.0 PART B:

CURRICULUM DELIVERY

Introduction

The Physical Education, Sport and Mass Displays Syllabus is designed for Junior School Learners (Grade 3 to 7). It is designed to ensure access to a Physical Education, Sport and Mass Displays Curriculum regardless of gender, race, religion, handicap and learner’s current level of participation. It also saves as a base on which to build the learner’s enterprising skills.

The syllabus promotes the development of psychomotor skills and techniques as well as ensuring that learners develop physically, mentally, socially, emotionally and morally. Furthermore, learners gain aesthetic awareness. This Syllabus serves as a firm foundation for mastery of learning experiences and acts as a pathway for entry into Secondary Education Physical Education, Sport and Mass Displays Studies.

Please Note: Safety is a pre-requisite for all Physical Education, Sport and Mass Displays activities.

3.1 CONTENT

Safety and health
- Safety rules in and around the playing area
- Safety rules with self and others
- Play to keep healthy and fit
- Play and exercise to keep healthy and fit
- Eat healthy food
- Personal and environmental hygiene
- Eating habits

3.2 OBJECTIVES

- identify hazardous objects in and around the environment.
- discuss playing area safety rules
- exercise regularly to maintain physical fitness and mental health
- exercise regularly to enhance muscular development, strength and body coordination

- Role play
- Experimentation
- Project
- Field trips
Choice of method is influenced by:
- your personality
- learner’s level of development (cognitive, affective and psychomotor)
- Content to be covered
- Competencies to be developed
- Time of the year
- Place
- Society/community
- Size of class
- resources

3.2 METHODOLOGY
(learner - centeredness)
- Project based learning
- Educational tours
- E-learning
- Collections
- Demonstrations

Activities (learner - centeredness)
- identifying, naming and classifying objects as hazardous and non-hazardous
- Collecting litter around the environment
- Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping
- Demonstrating axial movements activities such as bending, stretching, lifting and twisting
- Sliding on the slides
- Swinging
- Practising different activities while enjoying the fresh air and sunshine

3.4 TEACHING LEARNING MATERIALS
- Teaching-learning aids
  - Mats
  - Equipment within the ECD play centre
  - Tyres
  - Hula hoops
  - Skittles and cones
  - Age appropriate and safe equipment
  - Slides
  - Swings
• Monkey bars
• Pictures
• Books with songs and stories
• Charts on health issues
• ICT and e-learning tools
• Puppets
• Food samples
• Household tools
• See saws
• Spring boards
• ICT and e-learning tools

3.5 ASSESSMENT AND EVALUATION
Learners will be assessed on:
• their ability to identify hazardous objects in and around the environment
• List safety rules at school and home
• Perform a two minute fitness endurance test
• exercise regularly to enhance muscular development, strength and body coordination

3.6 CLASS MANAGEMENT
As the teacher you should ensure that you are in full control of what transpires in the classroom by taking note of the following:
• good class room organisation
• effective communication
• conducive environment
• fair allocation of tasks and resources
• good time management
• meeting individual need
CONTENT DELIVERY

List of topics to be covered

TOPICS

Study Area 1: Physical Education
- Human Body
- Safety and Health
- Aquatic skills
- Kids athletics

Study Area 2: Sport
- Game Skills
  - Invasion Games
  - Net Games
  - Striking Games
  - Target and Combat Games
  - Adventure Games
  - Educational Gymnastics

Study Area 3: Mass Displays
- Music
- Background Art
- Arena Acts

Human Body
- Objectives (learner – behaviour)
  - identify and name parts of the human body
  - differentiate between males and females
- Content
  - Different parts of the human body
  - External and internal parts of the human body
  - Human beings are of different sexes
• Methodology (learner-centredness)
  • Project based learning
  • Educational tours
  • E-learning
  • Collections
  • Demonstrations
  • Resource person(s)

• Teaching-learning aids
  • Manipulative and Block play area
  • Songs and rhymes
  • Charts with human body
  • Poems
  • Dolls
  • Mirrors
  • Pictures
  • Puzzles
  • Clay and play dough
  • Paper glue
  • Educational Magazines
  • Papier-Mache
  • ICT and e-learning tools
  • Beads
  • Audio and Visual Materials

• Activities (learner-centeredness)
  • Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”
  • Identifying and naming parts of the human body
  • Role playing left and right orientation
  • Drawing the human body
  • Fitting jigsaw puzzles of males and females

Competencies
  • Modelling a human body
Competencies

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifying hazardous and non hazardous objects</td>
<td>• Handling tools and equipment properly</td>
<td>• Resolving differences of opinion</td>
</tr>
<tr>
<td>• Right and left orientation</td>
<td>• Drawing</td>
<td>• Collaborating and contributing to team results</td>
</tr>
<tr>
<td></td>
<td>• Modelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manipulative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fixing the jigsaw puzzle</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Learners will be assessed on:

- Ability to identify human body parts
- Classify between external and internal body parts
- Identify right and left orientation
- Application of Art skills in drawing and modelling human body
- Ability to differentiate between male and female

Balances

- Objectives (learner – behaviour)
  - balance on different points
  - transfer and bear weight
- Content
  - Solo balances moderate motor skills
  - Basic general balances:
    - In pairs
    - in groups
- Balances and creating shapes and formations
- Methodology (learner - centeredness)
  - Project based learning
  - Educational tours
  - E-learning
  - Collections
  - Demonstrations
  - Resource person(s)
Teaching-learning aids

- Manipulative and Block play area
- Sticks
- Equipment within the ECD play centre
- Tyres and Hula hoops
- Skittles and cones
- Improvised age appropriate safe equipment
- ICT and e-learning tools
- Audio and Visual Materials

Balancing on various points:

- one point
- two points
- three points
- four points
- five points
- six points

Transferring and bearing weight through balancing on each other

Matching balances

- Activities (learner - centeredness)

Linking balances in pairs or groups

**Competencies**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying human body parts</td>
<td>Collecting litter</td>
<td>Resolving differences of</td>
</tr>
<tr>
<td></td>
<td>Manipulative</td>
<td>opinion</td>
</tr>
<tr>
<td>Classifying hazardous and non-</td>
<td>Drawing</td>
<td>Collaborating and</td>
</tr>
<tr>
<td>hazardous objects</td>
<td>Modelling</td>
<td>contributing to team results</td>
</tr>
<tr>
<td></td>
<td>Psychomotor</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

This unit has covered various topics broken into teachable units, however these are suggestions, hence they are not exhaustive. Therefore you as the teacher should be creative and vary the activities, methods and even improvise where possible.
## SCOPE AND SEQUENCE

### STUDY AREA 1: PHYSICAL EDUCATION

### TOPIC 1: HUMAN BODY

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organs of the body</strong></td>
<td>• Humans have external and internal body parts</td>
<td>• Humans have external and internal body parts</td>
<td>• Humans have body parts that store and transport</td>
<td>• Humans have external and internal parts with</td>
<td>• Humans have body parts that store and transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with different functions</td>
<td>food</td>
<td>functions in storing and transporting food and air</td>
<td>food</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### TOPIC 2: SAFETY AND HEALTH

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy living habits</td>
<td>• Healthy living habits at home</td>
<td>• Healthy living habits at home and school</td>
<td>• Healthy living habits at home, school and</td>
<td>• Healthy living habits at home school and</td>
<td>• Healthy living life styles</td>
</tr>
<tr>
<td></td>
<td>• Health related-fitness:</td>
<td>• Sport related fitness components</td>
<td>community</td>
<td>community</td>
<td>projects</td>
</tr>
<tr>
<td></td>
<td>- endurance</td>
<td></td>
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<tr>
<td></td>
<td>- strength</td>
<td></td>
<td></td>
<td></td>
<td>• Injury prevention and management</td>
</tr>
<tr>
<td></td>
<td>- flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- body composition</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Safety precautions and rules in handling</td>
<td>• Warm up and cool down</td>
<td>• Diseases caused by lack of exercise</td>
<td>• Physical activity diary</td>
<td>• Physical activity diary</td>
</tr>
<tr>
<td></td>
<td>apparatus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Warm up and cool down</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Diseases caused by lack of exercise</td>
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<td>• Diseases caused by lack of exercise</td>
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</tr>
</tbody>
</table>
### Safety
- Safety rules for various environments
- Warm up and cool down
- Safety rules and precautions for various activities
- Safety rules when participating in physical activities
- Safety rules, storage and care of apparatus

### Water safety
- Survival skills in and near water
- Aquatic survival skills
- Survival techniques in water
- Water hazards
- Resuscitation techniques

### Strokes
- Arm and leg action
- Floating with or without aid
- Sub-merging
- Water treading
- Gliding
- Breathing
- Floating
- Water treading
- Gliding
- Sub-merging
- Arm and leg action at increased interval
- Entry into water
- Floating
- Gliding
- Submerging
- Turning
- Arm and leg action
- Front, back and breast stroke
- Front and back crawl techniques
- Breast stroke
- Entry into water
- Tumble turn
- Front, back crawl and butterfly strokes
- Entry into water
## Running
- **GRADE 3**
  - Progressive endurance race
  - Slalom shuttle relays (running round obstacles)
- **GRADE 4**
  - Bend running and obstacle clearing with varying speed
  - Running over obstacles with varying speed
- **GRADE 5**
  - 8 minutes endurance race
  - Sprint hurdle relays
- **GRADE 6**
  - Bend running and obstacle clearing with varying speed
- **GRADE 7**
  - 8 minutes endurance race
  - Sprint-hurdle relays

## Jumping
- **GRADE 3**
  - Jumping with or without equipment
- **GRADE 4**
  - Jumping with or without apparatus for distance and height
- **GRADE 5**
  - Jumping for distance
  - Jumping for height
- **GRADE 6**
  - Jumping for height using a pole
- **GRADE 7**
  - Jumping for height using a pole over an obstacle

## Throwing
- **GRADE 3**
  - Front and backward throwing
- **GRADE 4**
  - Kids Javelin throw for distance and accuracy
- **GRADE 5**
  - Teen Javelin for height and distance
- **GRADE 6**
  - Rotational throw for distance and accuracy
  - Target throw over a barrier
- **GRADE 7**
  - Throwing techniques
  - Throwing over a barrier for target

---

### TOPIC 4: KIDS ATHLETICS
### STUDY AREA 2: SPORT

### GAME SKILLS

### TOPIC 1: INVASION GAMES

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space awareness</td>
<td>• Open space</td>
<td>• Open space</td>
<td>• Defending, attacking in relation to time and speed</td>
<td>• Running into open space</td>
<td>• Defending and attacking as a team</td>
</tr>
<tr>
<td></td>
<td>• Occupied space</td>
<td>• Space creation</td>
<td>• Covering open space</td>
<td>• Advantages and disadvantages of moving into open or closed space</td>
<td>• Formations</td>
</tr>
<tr>
<td>Positioning</td>
<td>• Positioning within boundaries</td>
<td>• Positioning within boundaries and team-mates</td>
<td>• Positioning within boundaries, team-mates and opponents</td>
<td>• Positioning within boundaries in relation to team-mates and opponents</td>
<td>• Positioning within boundaries in relation to team-mates and opponents</td>
</tr>
<tr>
<td>Reaction</td>
<td>• Reaction into open or occupied space</td>
<td>• Reaction in relation to movement</td>
<td>• Defensive roles</td>
<td>• Principles of attack and defense in relation to time</td>
<td>• Dislodging an opponent</td>
</tr>
</tbody>
</table>
**TOPIC 2: TARGET AND COMBAT GAMES**

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiming /Targeting</td>
<td>• Target up to 15m</td>
<td>• Stationary and slow mobile target</td>
<td>• Stationary and average mobile targets</td>
<td>• Stationary and fast mobile target for height</td>
<td>• Stationary and fast mobile targets for height</td>
</tr>
<tr>
<td></td>
<td>• Stationary targets</td>
<td>• Target up to 25m distance</td>
<td>• Target up to 35m distance</td>
<td>• Target up to 40m distance</td>
<td>• Target up to 50m distance</td>
</tr>
<tr>
<td>Stance</td>
<td>• Balance on the base of support</td>
<td>• Wide and narrow base</td>
<td>• Body orientation for movement</td>
<td>• Energy conversions over time</td>
<td>• Energy conversions and release</td>
</tr>
<tr>
<td></td>
<td>• Weight transfer and distribution</td>
<td>• Follow through</td>
<td></td>
<td></td>
<td>• Adjusting body position</td>
</tr>
</tbody>
</table>

**TOPIC 3: NET GAMES**

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strokes</td>
<td>• Types of strokes</td>
<td>• Strokes for speed and direction</td>
<td>• Strokes for height, spin and distance</td>
<td>• Strokes for height, spin, distance and power</td>
<td>• Strokes for height, spin, distance and power in relation to time</td>
</tr>
</tbody>
</table>
### TOPIC 4: STRIKING GAMES

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grip</td>
<td>• Correct handling of equipment</td>
<td>• Grip and stance</td>
<td>• Grip, stance and footwork</td>
<td>• Grip Stance Footwork</td>
<td>• Grip, stance, footwork, movement in striking for a distance</td>
</tr>
<tr>
<td>Striking</td>
<td>• Forward drives from stationary position</td>
<td>• Backward strokes or drives from a stationary position</td>
<td>• Well timed backward or forward drives with reaction</td>
<td>• Backward or forward strokes (Footwork, coordination)</td>
<td>• Accurate backward and forward drive for space, distance and scoring</td>
</tr>
</tbody>
</table>

### TOPIC 5: ADVENTURE GAMES

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor activities</td>
<td>• Course Marking</td>
<td>• Orienteering</td>
<td>• Orienteering</td>
<td>• Orienteering</td>
<td>• Orienteering</td>
</tr>
<tr>
<td></td>
<td>• Walking</td>
<td>• Walking steeper gradient</td>
<td>• Mountaineering</td>
<td>• Climbing and abseiling</td>
<td>• Mountaineering and abseiling</td>
</tr>
<tr>
<td></td>
<td>• Orienteering</td>
<td>• Animal riding for example horses, elephants and donkeys</td>
<td>• Mountaineering</td>
<td>• Cycling</td>
<td>• Water based activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Water based activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TOPIC 6: EDUCATIONAL GYMNASICS

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>GRADE 3</th>
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<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotion</td>
<td>• Basic general balances and weight bearing movements</td>
<td>• Basic general speed in movement using different body parts i.e. slow, medium and fast</td>
<td>• Transference of weight using different body parts at different levels</td>
<td>• Increased range of movements through exploration</td>
<td>• Improved more complex sequence of movements through practice and critical analysis</td>
</tr>
<tr>
<td></td>
<td>• Moving creating shapes and formations</td>
<td>• Linking movements to develop sequences</td>
<td>• Forceful movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balancing and weight transference in relation to apparatus</td>
<td>• Balancing and creating enhanced shapes and formations</td>
<td>• Sequences in movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balancing and creating enhanced shapes and formations</td>
<td>• Balancing and creating enhanced shapes and formations</td>
<td>• Contrasting quick, light and heavy movements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## STUDY AREA 3: MASS DISPLAYS

### TOPIC 1: MUSIC

<table>
<thead>
<tr>
<th>SUB-TOPIE</th>
<th>GRADE 3</th>
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<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background and performing music</td>
<td>• Common play and dance songs • Rythm and stimuli</td>
<td>• Rythm and stimuli • Percussion band</td>
<td>• Percussion band and other musical instruments</td>
<td>• Use of instruments • Band • Recorded music</td>
<td>• Use of music</td>
</tr>
</tbody>
</table>
null