



## PHYSICAL EDUCATION SCHEME OF WORK

### CLASS P. 1

### TERM III

| WK | PD | TOPIC  | SUB TOPIC/<br>ACTIVITIES  | COMPETENCES                                       |  | LIFE SKILLS                                    | VALUES   | APPARATUS        | REFERENCES   | RMKS |
|----|----|--|---|---|--|--|--|------------------|--|------|
|    |    |  |   | SUBJECT   | LANGUAGE   |  |  |                  |  |      |
| 1  | 1  | <b>TRADITIONAL GAMES INVOLVING IMITATION</b> | <b>Animal movement</b><br>Walking like different animals eg<br>Frog jump, Walking like a chameleon ,<br>Chimpanzee walk | The learner:<br>Imitates how various animals walk | The learner:<br>Listens to instructions and reacts accordingly | Self awareness<br>Assertiveness<br>Self esteem | Respect<br>Appreciation<br>Effective communication | Cones<br>Whistle | Physical Education for primary schools (Jerim Othieno) |      |
|    | 2  |  | <b>Wheelbarrow race</b><br>In pair the activity is performed alternately  | The learner:<br>Carries the partner's legs        | The learner;   | Self awareness<br>Assertiveness                | Respect<br>Appreciation                            | Cones<br>hurdles | Practical physical education                           |      |

|   |   |                                       |  |   |  |  |  |   |  |  |
|---|---|---------------------------------------|--|---|--|--|--|---|--|--|
|   |   |                                       | within a distance of about 30 M.   | Uses the hands to move like a wheelbarrow.  | Listens and learns to use terms like hop, Hoop, sideways               | Interpersonal relationship<br>Self esteem                                    | Effective communication                            |   | CAPE physical education syllabus                       |  |
| 2 | 1 |                                       | <b>Cat and rat chase</b><br>In a circle the cat chases the rat while rat is being given protection by the other members in the circle. | The learner:<br>Chases the rat from within the circle<br>Dodges when being chased | The learner:<br>listen to instructions and react accordingly.          | Coping with emotions,<br>Critical thinking<br>Creative thinking              | Determination<br>Cooperation<br>endurance          | Whistle   |  |  |
|   | 2 |                                       | <b>Fire on the mountain</b><br>Within a demarcated area pupils perform fire on the mountain  | The learner<br>Runs<br>Falls down on the command.                                 | The learner;<br>Listens and follows instructions.                      |  |  |   |  |  |
| 3 | 1 | <b>EXPERIENCE WITH BODY AND SPACE</b> | <b>Egg race</b><br>Pupil balance (the egg) tennis ball on a spoon and move for a distance and hand Over to partner.                    | The learner:<br>Handles spoon<br>Balances the item on the spoon<br>Hands over.    | The learner:<br>Learns and uses terms like hand over, Balance.         | Self esteem<br>Assertiveness<br>Self awareness<br>Decision making            | Patience<br>Togetherness<br>appreciation           | Spoons<br>Either, irish potatoes<br>Tomatoes<br>Or tennis ball. | Physical Education for primary schools (Jerim Othieno) |  |
|   | 2 |                                       | <b>Jump over objects</b><br>In group learners compete jumping over hurdles   | The learner:<br>Jumps over hurdles, Passes under the bars fast.                   | The learner:<br>Listens to instructions use the terms under and over.  | Self esteem,<br>Coping with emotions<br>Interpersonal relationship.          | Tolerance<br>Endurance,                            | Hurdles   | Practical physical education                           |  |
| 4 | 1 |                                       | <b>Hopping</b><br>Pupils hop in different ways freely<br>Sideways, backwards, Over a low object<br>Into an object like a hoops         | The learner;<br>Listen and learn to use terms like hop, Hoop, sideways            | The learner;<br>Listen and learn to use terms like hop, Hoop, sideways | Self awareness<br>Assertiveness<br>Interpersonal relationship<br>Self esteem | Respect<br>Appreciation<br>Effective communication | Hoops<br>Sticks   | CAPE physical education syllabus                       |  |
|   | 2 |                                       | <b>Lifting objects</b>   | The learner;<br>Carries the object  | The learner  | Self awareness   | Confidence,<br>Endurance,                          | Boxes with sand in polythene .                                  |  |  |

|   |   |                                       |   |   |  |  |                                       |                                   |  |  |
|---|---|---------------------------------------|---|---|--|--|---------------------------------------|-----------------------------------|--|--|
|   |   |                                       | Pupils carry some objects (box) for a distance and then over to a partner.  | Hands object over to partner  | Listens and follows instructions   | Inter personal relationship, Decision making                   | Patience                              |                                   |  |  |
| 5 | 1 |                                       | <b>Skipping</b><br>In different ways while standing walking, running, slow, fast, while hopping on one leg alternately, moving sideways.(allow learners to innovate other styles) | The learner ;<br>Skips with the rope in different ways.                           | The learner ;<br>Listens to instructions learns to use words like skip, hop, | Self awareness<br>Inter personal relationship, Decision making | Confidence, Endurance, Patience       | Ropes.<br>Cones                   |  |  |
|   | 2 |                                       | <b>Catch the Tail</b><br>Chasing and Picking tails at the same time protecting own tail. Counting who has more after some time  | The learner:<br>-Chases and pluck friend's tails.<br>-walk on ropes on the ground | The learner:<br>Listens to instructions and learns terms like Tail, pluck    | Critical thinking<br>Decision making                           | Appreciation<br>Tolerance<br>patience | Tags<br>Belts<br>Ropes<br>Whistle |  |  |
| 6 | 1 | <b>EXPERIENCE WITH BODY AND SPACE</b> | <b>Relay</b><br>In form a shuttle relay learners run with the ball and hand it over to the next person.   | The learner<br>Runs with the ball<br>Hands over ball to partner.                  | The learner.<br>Listens and uses words like relay<br>Hand over,              | Self awareness<br>Inter personal relationship, Decision making | Confidence, Endurance, Patience       | BALLS                             | Physical Education for primary schools (Jerim Othieno)               |  |
|   | 2 |                                       | <b>Walking</b><br>Walking in different ways; on toes, walk sideways by crossing one foot in front of the other , lung walk, Novelty walk, walking Backwards, Walking fast (race)  | The learner:<br>Runs freely in different ways.<br>Walks freely                    | The learner ;<br>Uses new words like lung walk, Novelty walk.                | Self esteem<br>Assertiveness<br>Self awareness                 | Confidence, Endurance, Patience.      | Whistle<br>Cones                  | Practical physical education<br><br>CAPE physical education syllabus |  |
| 7 | 1 |                                       | <b>Running</b>  | The learner:  | The learner ; get differences  | Self esteem<br>Assertiveness                                   | Appreciation<br>Tolerance             | Whistle<br>Cones                  |  |  |

|   |   |                     |  |  |   |  |   |                        |  |  |
|---|---|---------------------|--|--|---|--|---|------------------------|--|--|
|   |   |                     | Differences between a jog a run and a sprint. Running with knees lifted high, gallop, Running on toes with short or long steps. Running backwards  | Runs in different ways. Gallops for some distance,   | between a jog, run and sprint,  | Self awareness   | patience  |                        |  |  |
|   | 2 |                     | <b>Filling the basket</b><br>In group pupils try to fill their own baskets scrambling for balls from a common source.  | The learner:<br>Runs fast to pick the ball<br>Puts ball in the basket.                       | The learner;<br>Listen to instructions and respond to picking and filling the basket. | Friendship formation<br>Interpersonal relationship.<br>Self esteem | Cooperation<br>Commitment<br>Determination      | Baskets<br>Tennis ball |  |  |
| 8 | 1 |                     | <b>Crawl into hoop and jump in and out</b><br>The Learner in pairs or threes share a hoop one holds it at reasonable height the other(s) enter it from under and jump out or vice versa. | The learner<br>Bends low and crawls under the hoop.<br>Jumps out of hoop<br>Jumps into hoop. | The learner.<br>Listen and use words like crawl<br>Jump into                          | Friend ship formation<br>Self esteem<br>empathy                    | Cooperation<br>Togetherness<br>Respect          | Hoops                  |  |  |
|   | 2 | <b>SIMPLE GAMES</b> | <b>Bean bag Challenge</b><br>A relay with multiple objects (about 3) objects in a succession where the last hands over to the front  | The learner<br>Runs with object,<br>Hands over object  | The learner;<br>Follows instructions use words like hand over.                        | Friend ship formation<br>Self esteem<br>Empathy                    | Cooperation<br>Togetherness<br>Respect          | Balls (beanbags)       | Physical Education for primary schools (Jerim Othieno) |  |
| 9 | 1 |                     | <b>Rolling ball through a gate to a partner.</b><br>In 2 lines facing one another learners roll the ball to a partner  | The learner<br>Rolls the ball<br>Catches the ball  | The learner<br>Uses words like Roll<br>Aim<br>catch                                   | Friend ship formation<br>Self esteem<br>Empathy                    | Friend ship formation<br>Self esteem<br>Empathy | Balls<br>Cones         | Practical physical education                           |  |

|  |   |  |   |  |   |  |  |   |  |  |
|--|---|--|---|--|---|--|--|---|--|--|
|  |   |  | though a gate<br>(between two cones)  |  |   |  |  |   | CAPE physical<br>education<br>syllabus |  |
|  | 2 |  | <b>Roll the ball to aim at a target</b><br>Two lines facing one another with skittles (cones) in the middle to be aimed at. More balls may be used. | The learner:<br>Aims at the skittles<br>Catches the ball<br>Rolls the ball | The learner:<br>Learn and use words like;<br>Roll<br>Aim<br>Catch<br>Target | Self awareness<br>Inter personal relationship,<br>Decision making<br>assertiveness | Orderliness<br>Responsibility<br>Cooperation | Cones<br>Big balls<br>Confidence,<br>Endurance,<br>Patience |  |  |

## **SOME SUGGESTED ACTIVITIES**

| <b>Warm up activities</b>                | <b>Cool down / warm down</b>                 |
|--|--|
| <b>Jogging around the activity area</b>  | <b>Mai ayuye amata</b>                       |
| <b>Sprinting from one end to another</b> | <b>Pepeta</b>                                |
| <b>Arm swinging</b>                      | <b>Threading/ unthreading</b>                |
| <b>Arm circling</b>                      | <b>Bouncing ball while moving</b>            |
| <b>Cartwheel</b>                         | <b>Twisting waists</b>                       |
| <b>Flying an aeroplane</b>               | <b>Deep breathe in and out</b>               |
| <b>Running back words</b>                | <b>Free walking within demarcated area</b>   |
| <b>Hopping</b>                           | <b>Stretching specific parts of the body</b> |
| <b>Leg cycling</b>                       | <b>Nyama nyama we eat</b>                    |

|  |                                    |
|--|------------------------------------|
| <b>Free skipping at the spot</b>             | <b>Tip toeing around the field</b> |
| <b>Jogging at the spot</b>                   |                                    |
| <b>Bouncing ball while moving</b>            |                                    |
| <b>Boxing the air</b>                        |                                    |
| <b>Kicking the air</b>                       |                                    |
| <b>Galloping</b>                             |                                    |
| <b>Chasing the shadow</b>                    |                                    |
| <b>Jump over an imaginary object (ball)</b>  |                                    |
| <b>Elbow circling front &amp; back wards</b> |                                    |