



P.3 PHYSICAL EDUCATION (CAPE) SCHEME OF WORK TERM III

| W K | P D | THEM E | S. THEME | CONTENT | COMPETENCES | IND. OF L. SKILLS & VALUES | L.AIDS | MTDS/T ECHNIQ UES | ACT | RE | R E M |
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| 1 | 1 | LIVIN G THIN GS | Plant habitat | <u>Running/chasing Ekibaale</u> - learners in a circle - one holds a stone and look for whom to drop it so as to run with it also. - the game is accompanied with a "song" owekibaale | - run with the stone/ball effectively - sing a song "Ekibaale" - clap the hands to moral boost others - chasing - running at a steady sped. | - coordination - attitude - appreciation - teacher pupil relationship | a stone | guidanc e | Running & chasing sing a song clapping | Curriculu m guide book 3 page 48 | |
| 2 | 1 | | | <u>SACK RACE</u> - two learners from different sides e.g (boy & girl) run from the minus falling down. - the one to reach the destination first is the winner | - run from the sack effectively - motivate others while gearing them properly | - team work - appreciation - assertiveness - self esteem - love - perfectness - effectiveness | a sack | common style | running singing clapping | Curriculu m guide book 3 page 182 | |
| 3 | 1 | | | <u>TUNNEL -RELAY</u> - children in groups line up in a straight line. A B C x x x x x x - each group with a ball. - the ball is sent from the front person to the behind one; then to the next up to the last. Then it is | - send the ball appropriately - hold the ball properly | - empathy - coordination - appreciation - love - self esteem - acceptance | a ball | guidanc e | pushing the ball bending | Model volume 2 page 182 | |

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| | | | | sent back from the last person to where it started from. | | | | | | | |
| 4 | 1 | FRIDAY | PEACE AND SECURITY | <u>DUCK FIGHTING</u> - learners in groups of two - scort and role play duck fighting by clapping the hands together | - strengthen their arms to practice duck fighting - identify the skill properly | - friendship formation - attitude - self esteem - cooperation - assertiveness | resource person | guidance common style | simple jumps | Curriculum guide book 3 page 46 | |
| 5 | 1 | | | <u>FROG JUMP</u> - learners in groups scort and jump like a frog | - jump like a frog - line up properly | - self esteem - assertiveness - effectiveness - empathy - endurance | resource person | guidance common | simple jumps | Practical physical education page 15 | |
| 6 | 1 | | | <u>Arm tug of war</u> - two people holding arms together (unkle) and pull. | - hold their arms together - coordinate during the skill properly | - self esteem - self awareness - co-ordination - appreciation - tolerance | resource person | guidance command style | arm tugging | Practical book for physical education book 4&5 page 18 | |
| 7 | 1 | | | <u>Rope jump relay</u> - skipping a straight rope across the field while running in groups | - skip the rope effectively | - effectiveness - self esteem - assertiveness - appreciation - tolerance | ropes | guidance demonstration | simple jumps | Curriculum guide book 3 page 44 | |
| 8 | 1 | | PEACE IN OUR SUB COUNTRY | <u>Mushroom spin</u> (with legs) (two people) - press the feet together like this () - then hold your hands together and do balance your feet while pulling each other | - stretch their legs and feet - stretch their arms - balance their body properly | - effectiveness - self awareness - empathy - perseverance | resource person | command demonstration guidance | stretching legs holding hands together | Practical physical education book 4&3 page 42 | |
| 9 | 1 | | | <u>PIKI-PIKI "MOTOKA"</u> - learners in a circle move while role playing motorcycle riding. - the teacher in the middle will take control of them while riding | - run around in a circle - move effectively in a circle | - effectiveness - empathy - self esteem - co-ordination | resource person | guidance command style | running | Model volume 4 page 184 | |
| 10 | 1 | | | <u>LEG TUG OF WAR</u> - learners in groups of two will pull each other using the legs. | - stretch their legs effectively | - co-operation - attitude - friendship formation | resource person | command style | stretching legs | curriculum guide Bk 3 page 18 | |

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| | | | | - the first group to reach the destination | | - empathy - flexibility | | guidance | | | |
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