



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

STAGE BASED PATHWAY

MOVEMENT ACTIVITIES CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

First Published 2019

Revised 2024

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ISBN: 978-9914-52-935-7

Published and printed by Kenya Institute of Curriculum
Development

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalization and review of the basic education curriculum.

The Intermediate Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the learner's performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Intermediate is the second level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Intermediate level curriculum furthers implementation of the CBC from Foundation level. The curriculum provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential.**

Therefore, the Intermediate Level curriculum designs are intended to enhance the learner's development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for the Intermediate Level and prepare them for smooth transition to the Prevocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programs. The revised Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Intermediate Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Intermediate Level and preparation of learners for transition to Prevocational Level.

PROF. CHARLES O. ONG’ONDO, PhD, MBS
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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place,

especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with special needs is organised in four level namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Intermediate Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Intermediate Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Daily Living Skills and Religious Education
3. Sensory Motor Integration
4. Numeracy Activities
5. Creative Activities
6. Movement Activities

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Intermediate Level **MUST** have at least **TWO** School Based Assessment (SBA) scores at Intermediate Level uploaded to the KNEC CBA portal to be registered to undertake Kenya Intermediate Level Education Assessment (KILEA) and progress to prevocational Level.

LESSON ALLOCATION AT INTERMEDIATE LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

S/No.	Learning Area		Lessons Per Week (30 minutes per lesson)
1	Communication and Social Skills		5
2	Daily Living Skills and Religious Education	Daily Living Skills	4
		Religious Education	2
3	Sensory Motor Integration		4
4	Numeracy Activities		3
5	Creative Activities	Art and Craft	4
		Music	2
6	Movement Activities		5
	Pastoral Programme Instruction		1
	Total Lessons Per Week		30

LEVEL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to:

- a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts,
- b) demonstrate literacy and numeracy skills for learning,
- c) demonstrate appropriate etiquette in social relationships,
- d) apply creativity and critical thinking skills in problem solving,
- e) explore the immediate environment for learning and enjoyment,
- f) practise hygiene, nutrition, sanitation, safety skills to promote health and wellbeing,
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living,
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence,
- i) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Movement Activities involve games, actions, or activities that engage the whole body, thereby enhancing gross and fine motor development. Movement Activities at this level comprises of non-locomotor activities, locomotor activities, manipulative activities, games and sports. Non-locomotor activities are body movements performed while remaining stationary or standing still in one place. Locomotor activities involve moving the body from one place to another. Manipulative activities are movements that involve the use of a body part to move or manipulate an item.

Movement Activities enable the learner to attain balance, develop talents, spirit of sports and its values, fine and gross motor abilities for physical fitness, health and recreation. It adopts a practical hands-on approach where learners undertake performance-based tasks that involve demonstration and support from facilitators, peers and other related service providers.

GENERAL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to:

1. develop non-locomotor and locomotor skills for physical fitness and wellness,
2. utilise non-locomotor and locomotor skills in different situations,
3. develop manipulative skills for fine and gross motor coordination,
4. participate in games and sports for the development of team spirit,
5. nurture talents through games, athletics and sports activities,
6. develop basic skills applied in ball games, athletics, board games and gymnastics,
7. integrate technology in movement activities through digital and assistive devices.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Non-locomotor Movements	1.1 Stretching
		1.2 Bending
		1.3 Pulling
		1.4 Lifting
		1.5 Balancing
2.0	Locomotor Movements	2.1 Crawling
		2.2 Rolling
		2.3 Walking
		2.4 Jumping
3.0	Manipulative Activities	3.1 Bouncing
		3.2 Kicking
		3.3 Striking

4.0	Athletics	4.1 Track events
		4.2 Field events
5.0	Ball Games	5.1 Passing and stopping
		5.2 Throwing and catching
		5.3 Target shooting
		5.4 Dribbling
6.0	Board Games	6.1 Aiming
		6.2 Striking
		6.2 Scoring
7.0	Gymnastics	7.1 Rolls
		7.2 Balances

1.0 NON-LOCOMOTOR MOVEMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor Movemennts	1.1 Stretching <ul style="list-style-type: none"> • <i>Chest stretch</i> • <i>Neck stretch</i> • <i>Hamstring stretch</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in stretching activities for awareness, b) stretch various parts of the body for physical and health fitness, c) enjoy performing stretching activities for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing stretching activities and identify parts of the body involved <i>(learner with speech difficulties could use augumentative and alternative modes of communication when identifying parts of the body involved in stretching. Adjust light intensity for the learner with light sensitivity),</i> • clear the area of play for orientation and performing stretching activities <i>(learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher),</i> • participate in demonstrations on performing stretching activities for chest, neck and hamstring stretch as following: <ol style="list-style-type: none"> (i) Chest stretch; stand upright with feet slightly apart, toes pointing forward and arms by the sides, breathing out or exhaling, lift the chest up slightly and out while externally rotating the shoulders, turning them out and drawing the 	<p>How do you stretch various parts of the body?</p>

			<p>shoulder blades together while pulling the shoulders back,</p> <p>(ii) Neck stretch; sit or stand with a straight spine, slowly tilting the head to one side, bringing ears towards the shoulder, placing the hand on the same side gently on the opposite side of the head to increase the stretch, hold for 15-30 seconds, repeat on the other side.</p> <p>(iii) Hamstring stretch; sit with legs extended straight in front with a straight spine, keeping the back straight, slowly hinging at the hips while leaning forward toward the toes of the extended leg. Reach the hands towards the toes, placing the hands on the floor, shins, or grab the foot, hold the stretch for few seconds <i>(learner with motor, mobility difficulties could be assisted by peers or learner support assistants or teacher to stretch or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● perform stretching activities while observing safety as instructed, 	
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			<ul style="list-style-type: none"> ● practise stretching activities while counting, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self –Efficacy: as the learner successfully performs stretching activities.</p>				
<p>Values: Respect: is nurtured as the learner participates in demonstrations on performing stretching activities.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: as the learner observes safety precautions when participating in stretching activities.</p>				
<p>Link to other Learning Areas: The learner relates skills used in performing stretching activities to body movement in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Digital devices with assistive technology, video clips or animations, Learner Support Assistants, play area, field markers, mats, a flag and a whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to stretch the chest.	i. Standing upright with feet slightly apart.			
		ii. Having toes pointing forward and arms by the sides.			
		iii. Breathing out or exhaling.			
		iv. Lifting the chest up slightly and out.			
		v. Rotating the shoulders, turning them out and moving together the shoulder blades.			
		vi. Pulling the shoulders back.			
2	Ability to perform neck stretch.	i. Sitting or stand with a straight spine.			
		ii. Slowly tilting the head to one side.			
		iii. Bringing ear towards your shoulder.			

		iv. Placing the hand on the same side on the opposite side of the head.			
		v. Holding for seconds at the stretch.			
3	Ability to perform hamstring stretch.	i. Sitting with legs extended straight in front with a straight spine.			
		ii. Keeping the back straight.			
		iii. Slowly hinging at hips and leaning forward towards the toes.			
		iv. Reaching hands towards the toes.			
		v. Placing the hands on the floor, the shins, or grabbing the foot.			
		vi. Holding the stretch for few seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to stretch the chest.	The learner demonstrates 6 skills in stretching the chest.	The learner demonstrates 4 to 5 skills in stretching the chest.	The learner demonstrates 2 to 3 skills in stretching the chest.	The learner demonstrates 1 of the skills in stretching the chest or none.
Ability to perform neck stretch.	The learner demonstrates 6 steps in neck stretch	The learner demonstrates 4 to 5 steps in neck stretch.	The learner demonstrates 2 to 3 steps in neck stretch.	The learner demonstrates 1 of the steps in neck stretch or none.
Ability to perform hamstring stretch .	The learner demonstrates 5 steps in hamstring stretch	The learner demonstrates 3 to 4 steps in hamstring stretch.	The learner demonstrates 2 steps in hamstring stretch.	The learner demonstrates 1 of the steps in hamstring stretch or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor Movements	1.2 Bending <ul style="list-style-type: none"> • <i>Bending the trunk sideways,</i> • <i>Bending to touch the opposite side</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in bending for learning, b) bend the body in different directions for physical and health fitness, c) enjoy performing bending activities for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing bending activities (bending the trunk sideways, bending to touch the opposite foot) to identify parts of the body involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in bending. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing bending activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on bending the body in different directions progressively as follows; i) standing upright with feet slightly apart, ii) bending the trunk sideways slowly with arms akimbo, iii) bending to touch the ankle of the opposite foot, iv) bending 	<p>How do you do bending activities?</p>

			<p>forward and touching the ground with both hands, v) keeping the knees and the elbows stiff and vi) keeping the hips elevated (<i>learner with motor, mobility difficulties could be assisted by peers or learner support assistants or teacher to bend or be given an alternative corresponding activity as per functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● perform bending activities while observing safety, ● practise bending activities while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self – Efficacy: as the learner confidently performs bending activities.</p>				
<p>Values: Love: is nurtured as the learner supports other peers in performing bending activities.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: as the learner observes safety while participating in bending activities.</p>				
<p>Link to other Learning Areas: Performing bending activities is linked to body movement in Sensory Motor Integration.</p>				

Suggested Learning Resources:

Video clips or animations, digital devices with assistive technology, Learner Support Assistants, play area, field markers, a flag and whistle.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to bend the body in different directions.	i. Standing upright with feet slightly apart.			
		ii. Bending the trunk sideways slowly with arms akimbo.			
		iii. Bending to touch the ankle of the opposite foot.			
		iv. Bending sideways and touching the ground with both hands.			
		v. Keeping the knees and the elbows stiff.			
		vi. Keeping the hips elevated.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to bend the body in different directions.	The learner demonstrates 6 steps in bending the body in different directions.	The learner demonstrates 4 to 5 steps in bending the body in different directions.	The learner demonstrates 2 to 3 steps in bending the body in different directions.	The learner demonstrates 1 of the steps in bending the body in different directions or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor Movements	1.3 Pulling <ul style="list-style-type: none"> • <i>Two hand tug of war</i> • <i>Pulling hands between legs</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in pulling activities for learning, b) perform pulling activities for physical and health fitness, c) enjoy performing pulling activities for fun, physical and health fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing pulling activities (one hand tug of war, pulling hands between legs) and identify parts of the body involved in pulling (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in pulling. Adjust light intensity for the learner with light sensitivity</i>), • clear the area of play for orientation and performing pulling activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on performing pulling activities by; i) standing upright with feet slightly apart on a flat ground, ii) bending forward, iii) grasping both hands of a peer sitting down on the ground, iv) pulling up a peer who is seated, v) walking and pulling an object from behind then from front using both arms, vi) pulling an object while kneeling, vii) pulling an object while lying down (<i>learner with motor,</i> 	How do you perform pulling?

			<p><i>mobility and manipulation difficulties can be assisted by peers or learner support assistants or teacher to perform pulling activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise pulling activities while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Communication and collaboration: as learner works with peers in performing pulling activities.</p>				
<p>Values: Responsibility: is nurtured as the learner supports one another when performing pulling activities.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: as the learner observes safety when performing pulling activities.</p>				
<p>Link to other Learning Areas: Performing pulling activities is linked to body movement activities in Sensory Motor Integration</p>				
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technology, Learner Support Assistants, play area, field markers, a flag and whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform pulling activities.	i. Standing upright with feet slightly apart on a flat ground.			
		ii. Bending sideways.			
		iii. Grasping both hands of a peer sitting down on the ground.			
		iv. Pulling up a peer who is seated.			
		v. Walking and pulling an object from behind using both arms.			
		vi. Walking and pulling an object from front using both arms.			
		vii. Pulling an object while kneeling.			
		viii. Pulling an object while lying.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform pulling activities.	The learner demonstrates 7 to 8 steps in performing pulling activities.	The learner demonstrates 5 to 6 steps in performing pulling activities.	The learner demonstrates 3 to 4 steps in performing pulling activities.	The learner demonstrates 2 steps in performing pulling activities or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor Movements	1.4 Lifting	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify parts of the body involved in lifting activities for learning, b) perform lifting activities for physical and health fitness, c) enjoy performing lifting activities for rehabilitation, fun and health fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations of learners performing lifting activities (such as lifting water bottles, water jerricans, block of wood, bags of soil or sand, piles of books, bag of fruits) and identify parts of the body involved in lifting (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in lifting. Adjust light intensity for the learner with light sensitivity</i>), ● collect things to be lifted such as water bottles, water jerricans, blocks of wood, bags of soil or sand, piles of books, bags of fruits (<i>learner with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the thing to be lifted. Safety precautions should be observed for all learners</i>), ● participate in demonstrations on performing lifting activities by; i) standing firmly on the ground with feet 	<p>How do you lift things?</p>

			<p>apart, ii) maintaining a firm grip on the load, iii) lifting the load smoothly, iv) keeping close to the load (<i>learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistants or teacher to perform lifting activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> • precise perform lifting activities while observing safety, • clear the area of play, collect and store the resources used appropriately, 	
<p>Core Competencies to be developed: Critical thinking and problem solving: learner lifts various things or loads.</p>				
<p>Values: Responsibility: is enhanced as the learner cares for learning resources.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social cohesion: is enhanced as the learner works together cohesively with peers when practising lifting activities. • Environmental awareness: is enhanced as the learner uses locally available things as lifters. 				
<p>Link to other learning areas: Lifting activities are linked to balance in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, wooden dumbbell, plastic water bottles, water jerricans, blocks of wood, bags of soil or sand, piles of books, bag of fruits, bricks, mats, flag, whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform lifting activities.	i. Standing firmly on the ground.			
		ii. Maintaining a firm grip on the load.			
		iii. Lifting the load smoothly.			
		iv. Keeping close to the load.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform lifting activities	The learner demonstrates 4 skills in performing lifting activities.	The learner demonstrates 3 skills in performing lifting activities.	The learner demonstrates 2 skills in performing lifting activities.	The learner demonstrates 1 of the skills in performing lifting activities or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor Movements	1.5 Balancing <ul style="list-style-type: none"> • <i>Single-leg balance</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify parts of the body involved in single-leg balance for learning,</p> <p>b) perform single-leg balance for physical and health fitness,</p> <p>c) enjoy performing single-leg balance for physical fitness and fun.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing single-leg balance (knee raising, knee hug, holding foot in front, holding the foot behind, leg raise sideways) and identify parts of the body involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in balancing. Adjust light intensity for the learner with light sensitivity,</i> • clear and mark the area of play for orientation and performing single-leg balance (<i>learner with manipulation difficulties can use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on performing single-leg balancing activities as follows; i) standing upright with feet together on a flat ground, ii) standing on the right foot with the left foot off the ground, iii) stretching hands on the side or across the chest or raised up together or apart or swinging each sideways at a time, iv) focusing eyes forward, v) keeping the head and trunk 	<p>How do you perform single-leg balance?</p>

			<p>stable and upright, vi) raising the knee until the thigh is at right angle to the body and the leg is at right angle to the thigh with the ankle well stretched, vii) keeping the standing leg straight while the body remains in an erect position. Repeat with the opposite leg and change the position of the hands (<i>learner with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to balance or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise single-leg balancing activities while counting as they observe safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully performs single-leg balance.</p>				
<p>Values: Unity is enhanced as the learner supports peers when performing single-leg balancing activities.</p>				
<p>Pertinent and Contemporary Issues: Safety is realised as the learner observes safety when practising single-leg balancing activities.</p>				
<p>Link to other learning areas: Performing single-leg balance is linked to body movement and balance in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technology, Learner Support Assistants, flag and a whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform single-leg balance	i. Standing upright with feet together on a flat ground.			
		ii. Standing on the right foot with the left foot off the ground.			
		iii. Stretching hands on the side or across the chest or raised up together or apart or swinging each sideways at a time.			
		iv. Focusing eyes forward.			
		v. Keeping the head and trunk stable and upright.			
		vi. Raising the knee until the thigh is at right angle to the body and the leg is at right angle to the thigh with the ankle well stretched.			
		vii. Keeping the standing leg straight while the body remains in an erect position.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform single-leg balance.	The learner demonstrates 7 skills in performing single-leg balance.	The learner demonstrates 5 to 6 skills in performing single-leg balance.	The learner demonstrates 3 to 4 skills in performing single-leg balance.	The learner demonstrates 2 skills in performing single-leg balance or less.

2.0 LOCOMOTOR ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Locomotor Activities	2.1 Crawling <ul style="list-style-type: none"> • <i>Bear crawl</i> • <i>Belly crawl</i> • <i>Bottom scooter</i> • <i>Crab crawl</i> • <i>Rolling crawl</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in crawling for learning, b) perform crawling for physical and health fitness, c) enjoy crawling movements for physical fitness and fun. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing crawling activities to identify parts of the body involved in crawling (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in crawling. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing the crawling activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on performing crawling activities progressively as follows; i) positioning self in readiness for crawling by crouching, ii) crawl on hands and feet taking short steps or crawl on hands and feet taking long steps, iii) dragging the body along, iv) keeping the body as close to the ground as possible (<i>learner with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistants or teacher to crawl or be given</i> 	How do you perform crawling?

			<p><i>an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● perform crawling activities while observing safety, ● clear the area of play, collect and store the resources used appropriately, ● wash hands with clean water and soap after performing crawling activities. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully crawls from one point to another.</p>				
<p>Values: Respect is nurtured as the learner participates in performing crawling activities.</p>				
<p>Pertinent and Contemporary Issues: Self-esteem is boosted as the learner appreciates self and others for successfully performing crawling activities.</p>				
<p>Link to other learning areas: Performing crawling activities is linked to body movement in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Video clips or animations, digital devices with assistive technology, knee pads, mats, flag, whistle and Learner Support Assistant.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform crawling activities	i. Positioning self in readiness for crawling by crouching.			
		ii. Crawling on hands and feet taking short steps or crawl on hands and feet taking long steps.			
		iii. Dragging the body along.			
		iv. Keeping the body as close to the ground as possible.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform crawling activities.	The learner demonstrates 4 skills in performing crawling activities.	The learner demonstrates 3 skills in performing crawling activities.	The learner demonstrates 2 skills in performing crawling activities.	The learner demonstrates 1 or none of skills in performing crawling activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Locomotor Activities</p>	<p>2.2 Rolling</p> <ul style="list-style-type: none"> • <i>Straight body roll</i> • <i>Side roll with knees bent</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in rolling for learning, b) perform rolling activities for physical and health fitness, c) enjoy rolling movements for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing rolling activities to identify parts of the body involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in straight body roll. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing the rolling activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • safely explore resources to be used in rolling movements such as mats and mattresses, • participate in demonstrations on performing straight body roll progressively as follows; i) lowering the body to the ground in a sitting position, ii) lying on the side with body straight and feet together, iii) putting one hand on the side of the head with the elbow bent and the other hand straight on the side and touching the body, iv) roll to the right or left a few times (<i>learner with motor mobility and manipulation difficulties could be assisted by peers or learner support assistants or teacher to roll or be given an alternative corresponding activity as per</i> 	<p>How do you perform rolling?</p>

			<p><i>their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise rolling activities while observing safety, ● clear the area of play, collect and store the resources used appropriately, ● wash hands with clean water and soap after performing rolling activities. 	
<p>Core Competencies to be developed: Learning to learn: learner performs rolling activities.</p>				
<p>Values: Unity is enhanced as the learner is supported by peers when practising rolling activities.</p>				
<p>Pertinent and Contemporary Issues: Safety is enhanced as the learner observes safety when practising rolling activities.</p>				
<p>Link to other learning areas: Performing rolling activities is linked to body movement in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Videos or animations, digital devices with assistive technology, Learner Support Assistant, field of play, mats, first aid kits, field markers, flag ,whistle,water and soap.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform straight body roll.	i. Lowering the body to the ground in a sitting position.			
		ii. Lying on the side with body straight and feet together.			
		iii. Putting one hand on the side of the head with the elbow bent and the other hand straight on the side and touching the body.			
		iv. Rolling to the right or left a few times.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform straight body roll.	The learner demonstrates 4 activities involved in performing straight body roll.	The learner demonstrates 3 activities involved in performing straight body roll.	The learner demonstrates 2 activities involved in performing straight body roll.	The learner demonstrates 1 of the activities involved in performing straight body roll or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Locomotor Activities</p>	<p>2.3 Walking</p> <ul style="list-style-type: none"> • <i>Elephant walk</i> • <i>Knee walk</i> • <i>Bear walk</i> • <i>Dog walk</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body used in walking for learning, b) perform walking activities for physical and health fitness, c) enjoy walking for fun, physical and health fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing walking activities to identify parts of the body involved in walking (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in straight body roll. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing the walking activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on walking activities progressively as follows; i) positioning self in readiness for walking, ii) bending of the body trunk iii) walking on both legs iv)) Appropriately positioning of the arms while walking., v) maintaining body balance while walking (<i>learner with mobility difficulties could be assisted by peers or learner support assistants or teacher to walk or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf</i> 	<p>How do you walk?</p>

			<p><i>blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise walking activities while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn: learner uses skills of walking for mobility.</p>				
<p>Values: Love is enhanced as the learner supports peers to practise walking.</p>				
<p>Pertinent and Contemporary Issues: Safety is achieved as the learner observes safety when performing walking activities.</p>				
<p>Link to other learning areas: Walking is linked to visual motor activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Videos or animations, digital devices with assistive technology, learner support assistant, field of play, mats, field markers, flag and whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform walking activities.	i. Positioning self in readiness for walking.			
		ii. Bending of the body trunk.			
		iii. Walking on both legs.			
		iv. Appropriately positioning of the arms while walking.			
		v. Maintaining body balance while walking.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform walking activities.	The learner demonstrates 5 activities involved in walking.	The learner demonstrates 3 to 4 activities involved in walking.	The learner demonstrates 2 activities involved in walking.	The learner demonstrates 1 of the activities involved in walking or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Locomotor Activities</p>	<p>2.4 Jumping</p> <ul style="list-style-type: none"> • <i>Forward jump</i> • <i>Frog jump</i> • <i>sideways jump</i> • <i>Skip jump</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body used in jumping for learning, b) perform jumping activities for physical and health fitness, c) enjoy jumping for fun, physical and health fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing jumping activities such as (<i>forward jump, frog jump, sideways jump, upward jump with support, skip jump with legs apart</i>) to identify parts of the body involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in jumping. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing jumping activities (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on jumping progressively as follows; i) positioning self appropriately in readiness for jumping, ii) taking off appropriately iii) jumping appropriately while maintain body balance , iv) landing appropriate for safety, v) repeating the jump for mastery (<i>learner with mobility difficulties could be assisted by peers or learner support assistants or teacher to jump</i> 	<p>How do you jump?</p>

			<p><i>or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learner with deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise performing various jumps while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Creativity and imagination: learner performs different kinds of jumps.</p>				
<p>Values: Responsibility is achieved when the learner cares for learning resources.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health and fitness is achieved when the learner jumps for health and physical fitness. ● Safety is enhanced as the learner observes safety when jumping. 				
<p>Link to other learning areas: Jumping is linked to dance and movement in Creative Activities.</p>				
<p>Suggested Learning Resources: Videos or animations, digital devices with assistive technology, Learner Support Assistant, field of play, field markers, flag and whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform forward jump.	i. Positioning self appropriately in readiness for jumping.			
		ii. Taking off appropriately.			
		iii. Jumping appropriately while maintain body balance.			
		iv. Landing appropriate for safety			
		v. Repeating the jump for mastery.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform forward jump.	The learner demonstrates 5 skills in performing forward jump.	The learner demonstrates 3 to 4 skills in performing forward jump.	The learner demonstrates 2 skills in performing forward jump.	The learner demonstrates 1 of the skills in performing forward jump or none.

3.0 MANIPULATIVE ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative Activities	3.1 Bouncing	By the end of the Sub Strand, the learner should be able to: a) identify equipment used in bouncing activities for learning, b) bounce a ball for skill acquisition, c) enjoy performing bouncing activities for fun and physical fitness.	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore equipment used in performing bouncing activities to identify them using the most appropriate mode of communication, ● watch or listen to verbal or tactual description of video clips or animations of learners performing bouncing a ball and talk about it, ● participate in a demonstration on bouncing a ball as follows: i) Standing with legs shoulder width apart or orienting the body to face forward, ii) bending the shoulders slightly forward, iii) Spreading the fingers comfortably over the ball, iv) keeping the head up and try not to look at the ball all the time, v) pushing the ball towards the ground with the pads of the fingers. The ball should bounce up to waist level each time, vi) following the ball with the hand and meeting it with palm and fingers as it rises, vii) pushing the ball downwards again using the fingertips and a wrist action (<i>learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to</i> 	How do you bounce a ball?

			<p><i>perform bouncing activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learner with Deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise bouncing a ball counting the number of bounces while observing safety, ● participate in games that involve bouncing skills in different situations. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully bounces a ball.</p>				
<p>Values: Love is enhanced as the learner participates in games that involve bouncing skills in different situations.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as the learner practises bouncing a ball.</p>				
<p>Link to other learning areas: Bouncing a ball while counting the number of bounces is linked to counting in Pre-number activities in Pre-numeracy Activities.</p>				
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field makers, digital devices with assistive technology, a flag, whistle, balls and bean bags.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to bounce a ball.	i. Standing with legs shoulder width apart or orienting the body to face forward.			
		ii. Bending the shoulders slightly forward.			
		iii. Spreading the fingers comfortably over the ball.			
		iv. Keeping the head up and try not to look at the ball all the time.			
		v. Pushing the ball towards the ground with the pads of the fingers (the ball should bounce up to waist level each time).			
		vi. Following the ball with the hand and meeting it with palm and fingers as it rises.			
		vii. Pushing the ball downwards again using the fingertips and a wrist action.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to bounce a ball.	The learner demonstrates 7 skills in performing bouncing activities.	The learner demonstrates 5 to 6 skills in performing bouncing activities.	The learner demonstrates 3 to 4 skills in performing bouncing activities.	The learner demonstrates 2 skills or less in performing bouncing activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative Activities	3.2 Kicking <ul style="list-style-type: none"> • <i>Instep kicking</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in instep kicking for awareness, b) perform instep kick for skill acquisition, c) enjoy kicking a ball for body fitness and relaxation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of video clips or animations of learners performing instep kick and identify part of the body involved (<i>learners with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in instep . Adjust light intensity for the learner with light sensitivity</i>), • collect the equipment (balls) that will be used in kicking (<i>learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the thing to be lifted. Safety precautions should be observed for all learners</i>), • clear and mark the area of play for orientation and performing an instep kick (<i>learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on instep kick as follows; i) standing slightly behind the ball, ii) maintaining eye contact with the ball, iii) planting the non- kicking leg or supporting foot beside the ball, iv) bringing the other leg back 	<p>How do you kick a ball?</p>

			<p>with the knee slightly bend, v) kicking the ball with the inside part of the foot with ankle locked, vi) follow through maintaining body balance (<i>learners with motor and mobility difficulties could be assisted by peers or learner support assistants or teacher to kick the ball using instep. Provide tactile modeling and physical guidance to the learner with deafblindness, Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practice instep kick while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: learner successfully kicks the ball using instep. ● Communication and collaboration: learner works harmoniously with peers in demonstrating instep kick. 				
<p>Values: Responsibility is nurtured as the learner takes care of learning resources.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as the learner supports peers when performing instep kick.</p>				
<p>Link to other learning areas: Kicking a ball using instep is linked to visual motor activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Balls, digital devices with assistive technology, video clips or animations, field markers, whistle and a flag.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform instep kick	i. Standing slightly behind the ball.			
		ii. Maintaining eye contact with the ball.			
		iii. Planting the non- kicking leg about six inches behind the ball.			
		iv. Bringing the other leg back with the knee slightly bent.			
		v. Kicking the ball with the inside part of the foot ,with the ankle locked, maintaining body balance.			
		vi. Follow through maintaining body balance.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform instep kick	The learner demonstrates 6 skills in performing instep kick.	The learner demonstrates 4 to 5 skills in performing instep kick.	The learner demonstrates 2 to 3 skills in performing instep kick.	The learner demonstrates 1 of the skills in performing instep kick or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative Activities	3.3 Striking	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify materials used in striking activities, b) perform striking activities for skill acquisition, c) enjoy performing striking activities for health and physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations of learners performing striking activities (striking a ball with an implement, striking a ballon with an implement, striking objects stuck on top of each other with a tyre or a ball) and identify the materials used (<i>learners with speech difficulties could use augmentative and alternative modes of communication when identifying parts of the body involved in striking. Adjust light intensity for the learner with light sensitivity</i>), ● collect the equipment and materials that will be used in striking activities (<i>learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the thing to be used in striking activities. Safety precautions should be observed for all learners</i>), ● clear and mark the area of play for orientation and performing striking activities (<i>learners with motor or mobility or manipulation difficulties could be assisted by peers or</i> 	<p>How do you strike a ball?</p>

			<p><i>Learner Support Assistant or teacher</i>),</p> <ul style="list-style-type: none"> ● safely explore the resources to be used in the striking activities, ● participate in demonstrations on striking a ball with an implement progressively as follows; i) placing the ball on the ground or on a raised surface or on top of a large cone in front of the body, ii) standing sideways to the target with the left shoulder forward and the left foot ahead of the right, iii) holding the hitting implement (wooden stick, a bat, a racket, a bowling pin) appropriately, iv) keeping eyes on the ball at all times, v) swinging the implement while extending arms fully when striking the ball, vi) following through in the direction of the target (<i>learners with mobility difficulties could be assisted by peers or learner support assistants or teacher to strike or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learner with deaf blindness. Safety precautions should be observed for all learners</i>), ● practise striking activities while observing safety, ● clear the area of play by collecting and storing the resources used appropriately. 	
<p>Core Competencies to be developed: Creativity and imagination: learner identifies the target and strikes the ball while maintaining appropriate skill progression.</p>				
<p>Values: Responsibility is enhanced as the learner collects the equipment and materials used in striking activities.</p>				

Pertinent and Contemporary Issues:

Safety as the learner observe safety when performing striking activities.

Link to other learning areas:

Striking is linked to visual motor activities in Sensory Motor Integration.

Suggested Learning Resources:

Videos or animations, digital devices with assistive technology, Learner Support Assistant, field of play, field markers, flag and whistle, balls, ballons, large cones, T-ball ball stand, bats, rackets, bottles, wooden stick, frisbee, bowling pins.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to strike a ball with an implement	i. Placing the ball on the ground or on a raised surface or ontop of a large cone infront of the body.			
		ii. Standing sideways to the target with the left shoulder forward and the left foot ahead of the right.			
		iii. Holding the hitting implement appropriately.			
		iv. Keeping eyes on the ball at all times.			
		v. Swinging the implement while extending arms fully when striking the ball .			
		vi. Following through in the direction of the target.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator				
Ability to strike a ball with an implement	The learner demonstrates 6 skills in striking a ball with an implement.	The learner demonstrates 4 to 5 skills in striking a ball with an implement.	The learner demonstrates 2 to 3 skills in striking a ball with an implement.	The learner demonstrates 1 of the skills in striking a ball with an implement or none.

4.0 ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Athletics	4.1 Track Events <ul style="list-style-type: none"> • <i>Short and middle races (50M, 100M, and 200M) dash</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify track events for awareness, b) perform short and middle races for physical fitness, c) enjoy performing track events for health and physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of video clips or animations of learners performing various track events (such as running, sack race, guided running, wheelchair race, tire race, potato race, sprinting, short races and dashes) to identify them (<i>learner with speech difficulties could use augmentative and alternative modes of communication when identifying track events. Adjust light intensity for the learner with light sensitivity</i>), • clear and mark the area of play for orientation and performing track events (<i>learners with motor or mobility or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher</i>), • participate in demonstrations on performing various track events as follows; (i) standing with feet shoulder-width apart with one foot slightly in front, ii) focusing the eyes forward or orienting the body to face forward and holding the hand of a sighted guide (for the learner with deafblindness), iii) bending slightly forward and holding the knee of the leading foot with one hand, iv) taking off at the go or gun signal or body or touch cue for 	<ol style="list-style-type: none"> 1. What track events do you like? 2. How do you sprint?

			<p>go, v) swinging the arms at the sides forward and backward alternately, running straight in own lane or running with a sighted guide for the learner with deaf blindness, vi) avoiding looking around to see how others are faring on, vii) finishing by crossing the finishing line <i>(learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform track events or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learner with deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise various track events while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self - efficacy: learner successfully participates in short and middle races.</p>				
<p>Values: Integrity is enhanced as the learner upholds ethics, fair play and honesty as they take part in various track activities.</p>				
<p>Pertinent and Contemporary Issues: Health and fitness is achieved as the learner participates in track activities for health and physical fitness.</p>				
<p>Link to other learning areas: Track events are linked to body movement in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Marked tracks, whistles, start guns, guiding ropes, stop watches, first aid kits, digital devices with assistive technology, spoons, sacks, batons, video clips, and videos or animations, Learner Support Assistant.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform track events.	i. Standing with feet shoulder-width apart with one foot slightly in front.			
		ii. Focusing the eyes forward or orienting the body to face forward and holding the hand of a sighted guide for the learner with deafblindness.			
		iii. Bending slightly forward and holding the knee of the leading foot with one hand.			
		iv. Taking off at the go or gun signal or body or touch cue for go.			
		v. Swinging the arms at the sides forward and backward alternately.			
		vi. Running straight in your own lane or running with a sighted guide for the learner with deaf blindness.			

		vii. Avoiding looking around to see how others are faring on.			
		viii. Finishing by crossing the finishing line.			

Teacher’s general comment on the learner’s performance:

Teacher’s Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform track events	The learner demonstrates 7 to 8 skills in performing track events.	The learner demonstrates 5 to 6 skills in performing track events.	The learner demonstrates 3 to 4 skills in performing track events.	The learner demonstrates 2 skills of the skills in performing track events or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Athletics	4.2 Field Events <ul style="list-style-type: none"> • <i>Jumps</i> • <i>Throws</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify field events for awareness, b) perform field events for skill acquisition, c) enjoy performing field events for health and physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of video clips or animations of learners performing various field events (such as standing long jump and Frisbee) to identify them (<i>learners could use augmentative and alternative modes of communication when identifying the field events</i>), • collect the equipment and materials that will be used in the field events (<i>learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the equipment and materials. Safety precautions should be observed for all learners</i>), • clear and mark the area of play for performing field events (<i>learners with motor or mobility or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher</i>), • safely explore the resources to be used in performing the field events, • orienting to the field of play and basic rules that guide the field event that they are participating in (<i>learners with mobility difficulties could be assisted by peers or Learner Support Assistant or teacher</i>), • participate in demonstrations on performing standing long jump as follows; (i) standing tall with a straight back, ii) bending the knees slightly, iii) pushing the hips back, iv) bringing the hands up and keep the chest up, v) jumping and launching self forward, vi) swinging the 	<ol style="list-style-type: none"> 1. What field events do you like? 2. How do you jump? 3. How do you throw?

			<p>arms back to gain momentum, vii) landing in a squat position with knees bent and hips back (<i>learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform field events or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● participate in demonstrations on Frisbee throw as follows; (i) gripping the rim of the disc in the palm of the hand, with your thumb on top and the four fingers wrapped around the edge, ii) stepping across the body with feet shoulder-width apart, iii) pointing the throwing shoulder at the target, iv) keeping the disc flat, v) swinging the arm toward the target and snap the wrist to release the disc, vi) following through. The Frisbee could be adapted appropriately (<i>learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform discus or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners</i>), ● practise standing jump and Frisbee while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
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Core Competencies to be developed:

Self –efficacy: learner successfully participates in throws and jumps.

Values:

Integrity is enhanced as the learner upholds ethics, fair play and honesty when taking part in various field events.

Pertinent and Contemporary Issues:

Health and fitness is achieved as the learner participates in field events for health and physical fitness.

Link to other learning areas:

Field events are linked to body movement in Sensory Motor Integration.

Suggested Learning Resources:

Marked fields, whistles, start guns or board, guiding ropes, measuring tape, first aid kits, digital devices with assistive technology, Frisbee, soft ball, discus, shot put, video clips or animations, Learner Support Assistants.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform standing long jump.	i. Standing tall with a straight back.			
		ii. Bending the knees slightly.			
		iii. Pushing the hips back.			
		iv. Bringing the hands up and keep the chest up.			
		v. Jumping and launching self forward.			
		vi. Swinging the arms back to gain momentum.			
		vii. Landing in a squat position with knees bent and hips back.			
2	Ability to throw a frisbee.	i. Gripping the rim of the disc in the palm of the hand, with the thumb on top and the four fingers wrapped around the edge.			

		ii. Stepping across the body with feet shoulder-width apart.			
		iii. Pointing the throwing shoulder at the target.			
		iv. Keeping the disc flat.			
		v. Swinging the arm toward the target and snap the wrist to release the disc.			
		vi. Following through.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform standing long jump.	The learner demonstrates 7 steps in performing standing long jump.	The learner demonstrates 5 to 6 steps in performing standing long jump.	The learner demonstrates 3 to 4 steps in performing standing long jump.	The learner demonstrates 2 steps in performing standing long jump or none.
Ability to throw a Frisbee.	The learner demonstrates 6 steps in throwing Frisbee.	The learner demonstrates 4 to 5 steps in throwing Frisbee.	The learner demonstrates 2 to 3 steps in throwing Frisbee.	The learner demonstrates 1 of the steps in throwing Frisbee or none.

5.0 BALL GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Ball Games	5.1 Passing and Stopping	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify parts of the body involved in passing and stopping a ball, pass a ball to a partner for skill acquisition, stop a ball by foot for skill acquisition, enjoy passing and stopping a ball for fun and physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of video clips or animations of learners passing and stopping a ball and identify parts of the body involved using appropriate mode of communication, clear and mark the area of play for orientation and performing passing and stopping a ball, safely explore the resources to be used in passing and stopping a ball, participate in demonstrations on passing and stopping a ball as follows; <p>Passing a ball: i) standing slightly behind the ball, ii) maintaining eye contact with the ball and their partner, iii) passing the ball to reach a partner by kicking/throwing, iv) applying appropriate force for the ball to reach the partner, v) follow through while maintaining body balance,</p> <p>Stopping the ball: i) positioning self in readiness for stopping a ball with the foot by appropriate stance, ii) facing the peer passing the ball while maintaining eye contact with the ball, iii) raising slightly the</p>	<ol style="list-style-type: none"> How do we pass a ball? How do we stop a ball?

			<p>foot to stop the ball with toes slightly raised than heel, iv) timing the ball as it approaches, v) trapping the ball using the sole of the foot (<i>learners with motor and mobility difficulties could be assisted by peers or learner support assistant or teacher to pass and stop the ball. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise passing and stopping a ball for mastery of the skill while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully passes and stops the ball.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love is enhanced as the learner shares learning resources. ● Responsibility is nurtured as the learner cares for learning resources. 				
<p>Pertinent and Contemporary Issues: Safety as the learner observes safety precautions when stopping the ball to avoid falling down.</p>				
<p>Link to other learning areas: Passing and stopping balls is linked to visual tracking activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Balls, whistles, digital devices with assistive technology, video clips or animations, pictures, field markers.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to pass a ball by foot to a partner	i. Standing slightly behind the ball.			
		ii. Maintaining eye contact with the ball and the partner.			
		iii. Applying appropriate force for the ball to reach the partner, follow through while maintaining body balance.			
		iv. Passing the ball to reach a partner by kicking/ throwing.			
		v. Follow through while maintaining body balance.			
2	Ability to stop a football by foot	i. i) Position themselves in readiness for stopping a ball with their foot by appropriate stance.			
		ii. Facing the peer passing the ball while maintaining eye contact with the ball.			
		iii. Raising slightly the foot to stop the ball, with toes slightly raised than heel.			
		iv. Timing the ball as it approaches.			

		v. Trapping the ball using the sole of your foot.			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pass a ball	The learner demonstrates 5 skills in passing a ball.	The learner demonstrates 3 to 4 skills in passing a ball.	The learner demonstrates 2 skills in passing a ball.	The learner demonstrates 1 of the skills in passing a ball or none.
Ability to stop a ball	The learner demonstrates 5 skills in stopping a ball.	The learner demonstrates 3 to 4 skills in stopping a ball.	The learner demonstrates 2 skills in stopping a ball.	The learner demonstrates 1 of the skills in stopping a ball or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Ball Games	5.2 Throwing and Catching	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify parts of the body involved in catching and throwing a ball, throw a ball in netball and handball for skill acquisition, catch a ball in netball and handball for skill acquisition, enjoy throwing and catching a ball. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of video clips or animations of learners throwing and catching a ball and identify part of the body involved in throwing and catching using appropriate mode of communication, clear and mark the area of play for orientation and performing throwing and catching a ball, safely explore the resources to be used in throwing and catching a ball, participate in demonstrations on throwing and catching a ball as follows; <p>Throwing a ball: i) Facing the direction of a throw, ii) Standing with the feet slightly apart, iii)holding the ball with the right grip, iv) maintaining eye contact with the ball and their peers, v) swinging arm to execute a throw, vi)follow through while maintaining body balance,</p> <p>Catching a ball: i) standing upright with legs slightly apart, ii)maintaining eye contact with the ball, iii) timing the ball as it approaches, iv) bringing palms to the chest level with fingers spread and relaxed in readiness to catch the ball, v) catching the ball with relaxed fingers</p>	<ol style="list-style-type: none"> How do we throw a ball? How do we catch a ball?

			<p>by bringing palms together (<i>learner with motor and mobility difficulties could be assisted by peers or learner support assistant or teacher to throw and catch the ball. Provide tactile modeling and physical guidance to the learner with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise throwing and catching a ball for mastery of the skill while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learner learns throwing and catching skills. ● Self-efficacy: learner successfully throws and catches a ball. 				
<p>Values: Responsibility is nurtured as the learner cares for the learning resources and mind about their safety when throwing and catching a ball.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health education as the learner practises throwing and catching balls for body fitness. ● Safety as the learner observe safety when throwing and catching the ball. 				
<p>Link to other learning areas: Catching and throwing skills are linked to catching and throwing in visual motor in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Balls, beanbags, digital devices with assistive technology, video clips, pictures, whistles and field markers.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to throw a ball	i. Facing the direction of a throw.			
		ii. Standing with the feet slightly apart.			
		iii. Holding the ball with the right grip.			
		iv. Maintaining eye contact with the ball and their partner.			
		v. Swinging arm to execute a throw.			
		vi. Follow through while maintaining body balance.			
2	Ability to catch a ball	i. Standing upright with legs slightly apart.			
		ii. Maintaining eye contact with the ball.			
		iii. Timing the ball as it approaches you.			
		iv. Bringing palms to the chest level with fingers spread and relaxed in readiness to catch the ball.			
		v. Catching the ball with relaxed fingers by bringing palms together.			

Teacher's general comment on the learner's performance:

 Teacher's Name _____

 Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to throw a ball	The learner demonstrates 6 activities involved in throwing a ball.	The learner demonstrates 4 to 5 activities involved in throwing a ball.	The learner demonstrates 2 to 3 activities involved in throwing a ball.	The learner demonstrates 1 of the activities involved in throwing a ball or none.
Ability to catch a ball	The learner demonstrates 5 activities involved in catching a ball.	The learner demonstrates 3 to 4 activities involved in catching a ball.	The learner demonstrates 2 activities involved in catching a ball.	The learner demonstrates 1 of the activities involved in catching a ball or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Ball games	5.3 Target shooting	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a target for shooting, b) shoot to hit a target for skill acquisition, c) enjoy performing target shooting for relaxation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners shooting to hit a target and identify targets that can be shot such as tins, bottles, goals, boards or rings using appropriate mode of communication, ● clear and mark the area of play for orientation and performing target shooting, ● safely explore the resources to be used in target shooting, ● participate in demonstrations on target shooting as follows; i) Standing with one leg slightly in front planted on the shooting line or point for body balance, ii) maintaining eye contact with the target, iii) gripping the ball appropriately and firmly, iv) applying appropriate force to shoot the target (<i>learners with motor and mobility difficulties could be assisted by peers or learner support assistant or teacher to shoot a target. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>), ● practise shooting a target for mastery of the skill while observing safety, 	<ol style="list-style-type: none"> 1. How do we shoot on target? 2. Why do we shoot on target?

			<ul style="list-style-type: none"> • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn: learner learns the skill of target shooting.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Love is enhanced as the learner shares learning resources to learn target shooting. • Responsibility is achieved as the learner cares for learning resources. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health education as the learner practises target shooting which enhances motor development. • Self-esteem is enhanced as the learner successfully performs the skill of target shooting. 				
<p>Link to other learning areas: Target shooting skill is linked to visual motor activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Balls, goal area, rings, pails, open bags, beanbags, digital devices with assistive technologies, pictures, bottles, tins, video clips, and field markers.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to shoot to hit a target	i. Standing with one leg slightly in front planted on the shooting line or point for body balance.			
		ii. Maintaining eye contact with the target.			
		iii. Gripping the ball appropriately and firmly.			
		iv. Applying appropriate force to shoot the target.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to shoot to hit a target	The learner demonstrates 4 skills involved in shooting to hit a target.	The learner demonstrates 3 skills involved in shooting to hit a target.	The learner demonstrates 2 skills involved in shooting to hit a target.	The learner demonstrates 1 of the skills involved in shooting to hit a target or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Ball games	5.4 Dribbling	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a ball suitable for dribbling, b) dribble handball for skills acquisition, c) enjoy dribbling a ball for physical fitness and relaxation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners dribbling a handball and identify part of the body involved in dribbling using appropriate mode of communication, ● clear and mark the area of play for orientation and performing dribbling, ● safely explore the resources to be used in dribbling, ● participate in demonstrations on dribbling handball as follows; i)stand leaning forward with legs slightly apart for balance, ii)maintaining eye contact with the ball, iii) stretching the hand holding a ball, in front at waist level, iv) bouncing the ball vertically in front v) with fingers slightly spread, flex wrist to tap the ball with fingertips to make it bounce again vi) dribbling the ball by tapping it to make it bounce several times. <p><i>(learners with motor and mobility difficulties could be assisted by peers or learner support assistant or teacher to dribble handball. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners),</i></p>	<ol style="list-style-type: none"> 1. How do we dribble a ball? 2. Why do we dribble a ball?

			<ul style="list-style-type: none"> ● practise dribbling a handball for mastery of the skill while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: learner dribbles a handball in various positions. ● Self-efficacy: learner successfully dribbles a handball. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love is nurtured as the learner shares learning resources. ● Responsibility is enhanced as the learner cares for the learning resources. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health education as the learner practises dribbling balls which enhance their motor development. ● Personal safety as the learner observes safety when dribbling the ball. 				
<p>Link to other learning areas: Skill of dribbling a ball is linked to visual tracking activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Balls, video clips, digital devices with assistive technology, pictures, video clips, assistive devices, field markers and whistles.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to dribble handball for skill acquisition.	i. Stand leaning forward with legs slightly apart for balance.			
		ii. Maintaining eye contact with the ball.			
		iii. Stretching the hand holding a ball, in front at waist level.			
		iv. Bouncing the ball vertically in front.			
		v. With fingers slightly spread flex wrist to tap the ball with fingertips to make it bounce again.			
		vi. Dribbling the ball by tapping it to make it bounce several times.			

Teacher's general comment on the learner's performance:

 Teacher's Name _____

 Signature _____

 Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to dribble handball for skill acquisition.	The learner demonstrates 6 skills in dribbling handball.	The learner demonstrates 4 to 5 skills in dribbling handball.	The learner demonstrates 2 to 3 skills dribbling handball.	The learner demonstrates 1 of the skills in dribbling handball or none.

6.0 BOARD GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.0 Board Games</p>	<p>6.1 Aiming</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify resources used in aiming in board games, b) aim at a board for skill acquisition, c) appreciate aiming activity in board games for learning and enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners aiming in board games such as chess, scrabble and identify equipment used in the aiming using appropriate mode of communication, ● collect the equipment that will be used in aiming in board games such as darts and dart boards, ● clear and mark the area of play for orientation and performing aiming, ● safely explore the resources to be used for aiming in games such as darts, ● participate in demonstrations on aiming in board games as follows; i) identifying resources to use, ii) positioning self at the right point for aiming, iii) facing the board to aim, v) gripping the equipment for aiming appropriately, v) keeping eyes focused to the target, vi) keeping head up to have eye contact with board or target, vii) directing aiming equipment (dart) to the board (<i>learners with motor and mobility difficulties could be assisted by</i> 	<ol style="list-style-type: none"> 1. How do we aim at a target in board games? 2. Why do we aim in board games?

			<p><i>peers or learner support assistant or teacher to perform aiming. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise aiming for mastery of the skill while observing safety ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully engages in activities involved in aiming for mastery of the skill in board games.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is nurtured as the learner works harmoniously with peers when practising aiming activities. ● Love is nurtured as the learner shares learning resources. 				
<p>Pertinent and Contemporary Issues: Personal safety as the learner observes safety when performing aiming activities.</p>				
<p>Link to other learning areas: Skill of aiming in board games is linked to visual motor activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Darts, dart boards, video clips or animations on aiming in board games, digital devices with assistive technology, pictures, whistles, tables, darts, dice, scrabbles, dictionaries, chess board, tiles, ajua boards and seeds.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to aim at a board for skill acquisition.	i. Identifying resources to use in aiming.			
		ii. Positioning self at the right point for aiming.			
		iii. Facing the board to aim.			
		iv. Gripping the equipment for aiming appropriately.			
		v. Keeping eyes focused to the target while aiming.			
		vi. Keeping head up to have eye contact with board/ target.			
		vii. Directing aiming equipment (dart) to the board.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to aim at a board for skill acquisition.	The learner performs 7 activities involved in aiming in board games.	The learner performs 5 to 6 activities involved in aiming in board games.	The learner performs 3 to 4 activities involved in aiming in board games.	The learner performs activities involved in aiming in board games 2 or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Board Games	6.2 Striking	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify equipment used in striking in board games for learning, b) strike in board games for skill acquisition, c) appreciate the skill of striking in board games for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners striking in board games and identify equipment used in the striking using appropriate mode of communication, ● collect the equipment that will be used in striking in board games such as darts and dart boards, ● clear and mark the area of play for orientation and performing striking, ● safely explore the resources to be used to strike, ● participate in demonstrations on striking in board games as follows; i) identifying resources to use in striking, ii) identifying the point to strike, iii) positioning yourself at the right point for striking, iv) facing the right direction, v) maintaining eye contact with the point to be struck, vi) releasing the dart or equipment for striking appropriately, vii) applying the appropriate force to strike, vii) striking the target appropriately <p><i>(learners with motor and mobility difficulties could be assisted by peers or learner support assistants or teacher to perform striking. Provide tactile modeling and physical guidance to the learner with</i></p>	<ol style="list-style-type: none"> 1. How do we strike in board games? 2. Why do we strike in games?

			<p><i>Deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise striking for mastery of the skill, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learner learns striking skills. ● Self-efficacy: learner successfully executes the skill of striking in board games. 				
<p>Values: Love is nurtured as the learner shares learning resources when practising the skill of striking.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner observes safety when practising the skill of striking.</p>				
<p>Link to other learning areas: The skill of striking is linked to visual motor activities in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Darts, dart boards, pictures, video clips, cartoons for improvising boards, sticks and digital devices with assistive technology.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to strike in board games for skill acquisition,	i. Identifying resources to use in striking.			
		ii. Identifying the point to strike.			
		iii. Positioning self at the right point for striking.			
		iv. Facing the right direction.			
		v. Maintaining eye contact with the point to be struck.			
		vi. Releasing the dart /equipment for striking appropriately.			
		vii. Applying the appropriate force to strike.			
		viii. Striking the target appropriately.			

Teacher’s general comment on the learner’s performance:

Teacher’s Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to strike in board games for skill acquisition.	The learner performs 8 activities involved in striking in board games.	The learner performs 6 to 7 activities involved in striking in board games.	The learner performs 3 to 5 activities involved in striking in board games.	The learner performs 2 activities involved in striking in board games or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Board Games	6.3 Scoring in Board Games	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify equipment used in scoring board games for learning, b) score board games for skill acquisition, c) appreciate the skill of scoring board games for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners scoring in board games and identify equipment used in the scoring using appropriate modes of communication, ● collect the equipment that will be used in scoring in board games such as darts, dart boards, ajua, scrabble, chess and tables, ● clear play area for orientation and performing scoring in board games, ● safely explore the resources to be used in scoring, ● participate in demonstrations of scoring in board games as follows; i) positioning self by standing or sitting depending on the board game to play, ii) maintaining eyes to the board, iii) following rules of the game, iv) counting scores, v)ending game when it is over (<i>learners with motor and mobility difficulties could be assisted by peers or learner support assistants or teacher to perform scoring. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>), 	<ol style="list-style-type: none"> 1. How do we do scoring in board games? 2. Why do we score?

			<ul style="list-style-type: none"> ● practise scoring in board games for mastery of the skill while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
Core Competencies to be developed: Creativity and imagination: learner performs scoring in board games in various ways.				
Values: <ul style="list-style-type: none"> ● Responsibility is enhanced as the learner cares for learning resources. ● Love is enhanced as the learner shares learning resources when performing scoring. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Social cohesion as the learner works harmoniously with peers to perform scoring activities. ● Safety as the learner observes safety when practising scoring skill. 				
Link to other learning areas: Counting scores in the skill of scoring is linked to counting numbers in Numeracy Activities.				
Suggested Learning Resources: Darts, dart boards, scrabble, chess, dice, ajua, pictures, video clips, digital devices with assistive technology.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to score in board games.	i. Positioning self by standing or sitting depending on the board game to play.			
		ii. Maintaining eyes to the board.			
		iii. Following rules of the game.			
		iv. Counting scores.			
		v. Ending the game when it is over.			

Teacher’s general comment on the learner’s performance:

Teacher’s Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to score in board games.	The learner demonstrates 5 skills in scoring in board games.	The learner demonstrates 3 to 4 skills in scoring in board games.	The learner demonstrates 2 skills in scoring in board games.	The learner demonstrates 1 of the skills in scoring in board games or none.

7.0 GYMNASTICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Gymnastics	7.1 Rolls 7.1.1 Forward roll	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) talk about how to performing forward roll for learning, b) perform forward roll for skill acquisition, c) enjoy performing forward roll for fun and physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing forward roll and talk about it (<i>learners with speech difficulties could use augmentative and alternative modes of communication when talking about forward roll. Adjust light intensity for the learner with light sensitivity</i>), • collect the resources that may be used in forward roll such as mattresses or mats (<i>learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the the resources. Safety precautions should be observed for all learners</i>), • clear the area of play for orientation and performing forward roll (<i>learners with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations on performing forward roll while 	How do you perform forward roll?

			<p>maintaining appropriate skill progression as follows: i) starting in a squatting position with the feet shoulder width apart, ii) placing open palms on the ground or mat shoulder-width apart with fingers pointing forward, iii) leaning forward while tucking the head as far between the knees as possible till the chin touches the chest, iv) pushing off with feet taking body weight on both hands and carrying it forward, v) rolling forward while keeping the legs straight, vi) bending legs slightly to bring the heels close to the buttocks on completion of the roll, vii) finishing in a sitting, squatting and standing position (<i>learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform forward roll or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing forward roll while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Creativity and imagination: learner performs skills used in forward roll.</p>				

<p>Values: . Responsibility is enhanced as the learner observes safety for self and others when performing forward roll.</p>
<p>Pertinent and Contemporary Issues: Healthy Education will be realized as the learner performs forward rolls for physical fitness.</p>
<p>Link to other learning areas: Performing forward roll is linked to body movement in Sensory Motor Integration.</p>
<p>Suggested Learning Resources: Mattresses, mats, field markers, whistle, flag, digital devices with assistive technology, video clips or animations, Learner Support Assistants.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform forward roll	i. Starting in a squatting position with the feet shoulder width apart.			
		ii. Placing open palms on the ground or mat shoulder-width apart with fingers pointing forward.			
		iii. Leaning forward while tucking the head as far between the knees as possible till the chin touches the chest .			
		iv. Pushing off with feet taking body weight on both hands and carrying it forward.			
		v. Rolling forward while keeping the legs straight.			
		vi. Bending legs slightly to bring the heels close to the buttocks on completion of the roll.			
		vii. Finishing in a sitting, squatting and standing position with hands straight up.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform forward roll	The learner performs 7 steps in performing forward roll.	The learner performs 5 to 6 steps in performing forward roll.	The learner performs 3 to 4 steps in performing forward roll.	The learner performs 2 steps in performing forward roll or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Gymnastics	7.1.2 Side roll	<p>By the end of the Sub Strand, the learner should be able to;</p> <p>a) identify steps of performing side roll for learning,</p> <p>b) perform side roll for competition, physical and health fitness,</p> <p>c) appreciate performing side roll for fun, enjoyment and physical fitness.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations of learners performing side roll and identify the steps involved (<i>learners with speech difficulties could use augmentative and alternative modes of communication when talking about the steps involved. Adjust light intensity for the learner with light sensitivity</i>), ● collect the resources that may be used in side rolls such as mattresses or mats (<i>learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the the resources. Safety precautions should be observed for all learners</i>), ● clear the area of play for orientation and performing side roll (<i>learners with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on performing side roll while maintaining appropriate skill progression as follows: 	How do you perform side rolls?

			<p>i) starting from a standing position with hands outstretched, ii) bending knees of the front leg while the rear leg is stretched, iii) lowering the body forwards while at the same time tilting sideways, iv) rolling on the back, v) bending the outstretched leg to allow the body to roll across the back, vi) using the knee to make contact with the ground while the opposite leg is stretched, vii) sitting on the heels of bent knees lightly and standing up (<i>learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform side rolls or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with Deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing side roll while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn: learner learns how to perform side rolls.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as the learner observes safety for self and others when performing side roll. ● Respect is nurtured as the learner participates in performing side roll. 				

Pertinent and Contemporary Issues:

Safety as the learner observes safety when performing side rolls.

Link to other learning areas:

Performing side roll following progressive steps is linked to body movement in Sensory Motor Integration.

Suggested Learning Resources:

Field markers, mattresses, mats, whistle, flag, digital devices with assistive technology, video clips or animations, Learner Support Assistants.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform side roll	i. Standing position with hands outstretched.			
		ii. Bending knees of the front leg while the rear leg is stretched.			
		iii. Lowering the body forwards while at the same time tilting sideways.			
		iv. Rolling on the back .			
		v. Bending the outstretched leg to allow the body to roll across the back.			
		vi. Using the knee to make contact with the ground while the opposite leg is stretched.			
		vii. Sitting on the heels of bent knees lightly and standing up.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform side roll	The learner demonstrates 7 steps in performing side roll.	The learner demonstrates 5 to 6 steps in performing side roll.	The learner demonstrates 3 to 4 steps in performing side roll.	The learner demonstrates 2 steps in performing side roll or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Gymnastics	7.2 Balances 7.2.1 Crouch balance	By the end of the sub strand, the learner should be able to: a) identify the steps of performing crouch balance for learning, b) perform crouch balance for skill acquisition, c) enjoy performing crouch balance for physical fitness and fun.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations of learners performing crouch balance and identify the steps involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when talking about the steps involved. Adjust light intensity for the learner with light sensitivity,</i> ● collect the resources that may be used in crouch balance such as mattresses or mats. (<i>learner with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect the the resources. Safety precautions should be observed for all learners),</i> ● clear the area of play for orientation and performing crouch balance (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher),</i> ● safely explore the resources to be used to perform crouch balance, 	How do you perform crouch balance?

			<ul style="list-style-type: none"> ● participate in demonstrations on performing crouch balance while maintaining appropriate skill progression as follows; i) standing with feet about shoulder-width apart, ii) bending and placing hands flat of the ground in front with fingers spread pointing forward, iii) placing arms shoulder-width apart and slightly bent, iv) placing knees around the arms at the elbow, v) leaning forward slowly until weight is supported on hands, vi) placing the head well back to aid in balance, vii) holding the balance position for a few seconds (<i>learner with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform crouch balance or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with Deaf blindness. Safety precautions should be observed for all learners</i>), ● practise performing crouch balance while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully performs crouch balance according to their ability.</p>				
<p>Values: Unity is nurtured as the learner supports peers when practising crouch balance.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner observes safety when performing crouch balance.</p>				

<p>Link to other learning areas: Performing crouch balance following the progressive steps is linked to body movement and balance in Sensory Motor Integration.</p>
<p>Suggested Learning Resources: Video clips or animations, assistive devices with assistive technology, mats, whistle, flag, field markers Learner Support Assistant.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to perform crouch balance	i. Standing with feet about shoulder-width apart.			
		ii. Bending and placing hands flat of the ground in front with fingers spread pointing forward.			
		iii. Placing arms shoulder-width apart and slightly bent.			
		iv. Placing knees around the arms at the elbow.			
		v. Leaning forward slowly until weight is supported on hands.			
		vi. Placing the head well back to aid in balance.			
		vii. Holding the balance position for a few seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform crouch balance	The learner demonstrates 7 steps in performing crouch balance.	The learner demonstrates 5 to 6 steps in performing crouch balance.	The learner demonstrates 3 to 4 steps in performing crouch balance.	The learner demonstrates 2 steps in performing crouch balance or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Gymnastics	7.2.2 Swan Balance	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) identify the steps of performing swan balance in gymnastics for learning,</p> <p>b) perform swan balance in gymnastics for physical and health fitness,</p> <p>c) cherish performing swan balance in gymnastics for physical fitness and enjoyment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of video clips or animations of learners performing swan balance and identify the steps involved (<i>learner with speech difficulties could use augmentative and alternative modes of communication when talking about the steps involved. Adjust light intensity for the learner with light sensitivity</i>), ● clear the area of play for orientation and performing swan balance (<i>learner with manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on performing swan balance while maintaining appropriate skill progression as follows; i) standing on one leg with the other leg stretched behind, ii) raising the free leg upwards behind, iii) keeping the back straight but slightly bent iv) looking fixedly on some point in front to maintain balance, v) raising the leg while lowering the chest, vi) raising hands to the sides straight, move one hand forward and the other behind towards the 	How do we perform swan balance?

			<p>raised leg and parallel to the ground, vi) keeping the head up and toes of the raised leg pointing straight backward, vi) maintaining the swan formation for some seconds (<i>learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform swan balance or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to the learner with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing swan balance for mastery while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: learner successfully performs swan balance.</p>				
<p>Values: Love is nurtured as the learner supports peers to perform swan balance.</p>				
<p>Pertinent and Contemporary Issues: Physical fitness will be developed as the learner performs swan balance.</p>				
<p>Link to other learning areas: Performing swan balance following progressive steps is linked to body movement and balance in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: Field markers, assistive devices with assistive technology, video clips or animations, whistle, flag, Learner Support Assistant.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform swan balance	i. Standing on one leg with the other leg stretched behind.			
		ii. Raising the free leg upwards behind.			
		iii. Keeping the back straight but slightly bent.			
		iv. Looking fixedly on some point in front to maintain balance.			
		v. Raising the leg while lowering the chest.			
		vi. Raising hands to the sides straight, move one hand forward and the other behind towards the raised leg and parallel to the ground.			
		vii. Keeping the head up and toes of the raised leg pointing straight backward.			
		viii. Maintaining the swan formation for some seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform swan balance	The learner demonstrates 8 steps in performing swan balance.	The learner demonstrates 5 to 7 steps in performing swan balance.	The learner demonstrates 3 to 4 steps in performing swan balance.	The learner demonstrates 2 steps in performing swan balance .