



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

# PHYSICAL EDUCATION

INFANT SCHOOL LEVEL  
(EARLY CHILDHOOD DEVELOPMENT  
TO GRADE 2)

2015 - 2022

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TEACHER'S GUIDE

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## 1.0 ORGANISATION OF THE GUIDE

The Infant School Level Physical Education teachers' guide is a document that has been prepared to assist you, the teacher, in understanding how to deliver the 2015-2022 curriculum with ease. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you must have in the course of curriculum delivery for Physical Education. Part B of the guide focuses on the curriculum content, objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to properly teach curriculum content on the 2015-2022 Infant School Level (ECD to Grade 2) Physical Education learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners under your custody where you are teaching.

To enhance your understanding of the Infant School Level Physical Education learning area, it is very important that you read thoroughly through the given guidelines.

### PART A

#### 2.0 CRITICAL DOCUMENTS

##### 2.1 INTRODUCTION

The Primary and Secondary Education Curriculum 2015-2022 has been defined

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

### RATIONALE

Physical Education plays an important role in the total development of the learner. Through Physical Education, learners acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. Physical Education provides a platform and valuable opportunities to develop self-management skills.

### OBJECTIVES

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

- identify critical documents in curriculum implementation
- justify the teaching of Infant School Level 2015-2022 Physical Education Learning area

### CRITICAL DOCUMENTS

As a teacher, it is important for you to familiarise with the critical documents that you must have in order to deliver the curriculum

effectively in respect of the Infant School Level 2015-2022 Physical Education learning area.

You must have the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- National Infant School Level(ECD- GRADE 2) 2015-2022 Physical Education Syllabus
- Scheme Cum Plan or Schemes of Work and Lesson Plans
- Learner Profile
- Progress Records
- Attendance Register

### **Aims**

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

## **UNIT 1**

# **CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)**

## **INTRODUCTION**

The Curriculum Framework 2015-2022 for Zimbabwe Primary and Secondary Education is a policy document that outlines the underpinning national philosophy, principles, learning areas, the description and expectations of Ministry of Primary and Secondary Education at policy level. It prescribes what the government expects you to deliver as you teach.

## **OBJECTIVES**

By the end of Unit 1 of this guide, you, the teacher, should be able to:

- describe the contents of each critical document
- interpret Infant School Level(ECD-GRADE 2) 2015-2022 Physical Education School

## **KEY ELEMENTS OF CURRICULUM FRAME WORK**

The following are the key elements of the curriculum which you must understand:

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

## UNIT 2

### SYLLABUS INTERPRETATION

#### INTRODUCTION

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

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

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

#### OBJECTIVES

By the end of Unit 2 of this guide, you, the teacher, should be able to:

- identify the types of syllabuses
- interpret correctly the Infant School Level(ECD-GRADE 2) 2015-2022 Physical Education Syllabus.
- develop a school syllabus

## Types of Syllabi

### 2.1 NATIONAL SYLLABUS

#### Definition

There are two types of syllabi namely the National Syllabus and the School Syllabus.

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

#### Component of the Syllabus

As a teacher, it is important for you to understand the components of the Syllabus listed below

1. Preamble
2. Presentation of the Syllabus
3. Aims
4. Syllabus Objectives
5. Methodology
6. Time Allocation
7. Topics
8. Scope and Sequence
9. Competency Matrix
10. Assessment

### 2.2 School Syllabus

#### Factors influencing drafting

In coming up with a school syllabus, the teacher must take note of the following:

- Level of learner performance (knowledge they already have)
- Facilities and Resources available
- Time allocation in the official syllabus
- Local conditions that affect the choice and sequencing of topics
- Education technology
- Community influences

## **ELEMENTS**

The following elements should be noted in the school syllabus as is in the National Syllabus.

1. Preamble
2. Presentation of the Syllabus
3. Aims
4. Syllabus Objectives
5. Methodology
6. Time Allocation
7. Topics
8. Scope and Sequence
9. Competency Matrix
10. Assessment

## UNIT 3

### SCHEMES OF WORK/ SCHEME- CUM PLANS

#### OBJECTIVES

By the end of this unit, you should be able to:

- describe the essential components of a scheme-cum plan
- develop a scheme-cum plan
- explain the advantages of writing down your plan
- realise the merits of planning your lessons well in advance

#### Definition

This is a document that you, the teacher, should draw from the national and school syllabus. You should outline the objectives, activities, content, and methodologies. You should draw your scheme of work/scheme cum plans at least two weeks ahead of lesson delivery date. (Use of ICT tools in drawing up the documents is encouraged)

#### Components

- Week ending ( the end date when a learning week ends)
- Topic/Content ( This constitutes the main concept to be covered for example 19 May 2017)
- Objectives (to exhibit learner behaviour after going through the teaching/ learning process) They must be SMART.
- Competencies (They are life-long QUALITIES AND SKILLS THAT THE teacher would want to see in learners. They include critical thinking, problem solving, creativity, modelling, and communication skills, knowledge and attitudes/values)
- Source of matter/media - this is an indication of where the facilitator is getting the content and the media they are likely to use
- Facilities/Equipment
- Methods/Activities- learning and teaching methods should be learner centred.
- Evaluation- it is a reflection on how you as the teacher has delivered, successes and challenges as well as learners' performance

## **ECD A; Physical Education Scheme**

### Aims

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

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ACTIVITIES	EVALUATION
22/04/16	<p><b>TARGETING</b></p> <ul style="list-style-type: none"> <li>• Stationary and mobile targets</li> <li>• Target up to 35m distance</li> </ul>	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> <li>- aim with an object at a target</li> <li>- aim with accuracy at a distance of 35m</li> </ul>	<p>Coordination Throwing Catching Aiming Bouncing Collaboration Decision making</p>	<p>Physical Education, Sport and Mass Displays National Syllabus page</p> <p>Target and Combat coaching manual page 60</p> <p>Physical Education and Sport Assessment Manual page 45 and 70</p> <p><a href="http://www.archery.com">www.archery.com</a></p> <p><a href="http://www.worlddartsfederation.com">www.worlddartsfederation.com</a></p>	<p>Gymnasium Hall Various balls  Whistle  Skittles  Cones  Hula Hoops  Tyres  Bean bags  Tins  Ropes  Video simulations  Stance pictures</p>	<p><b>METHODS</b></p> <ul style="list-style-type: none"> <li>• Demonstration, Command, Practice, Guided Discovery, Group Work, Pair work, Tasking</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Aiming at stationary targets and average mobile targets using objects of different sizes and shapes from within 35m distance using different throwing methods after a short run</li> <li>• Bouncing balls of different sizes to hit an average mobile target from within 35m distance after a short run up</li> <li>• Aiming with balls of different sizes</li> </ul>	

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ACTIVITIES	EVALUATION
						into average mobile rings from within 35m distance after a short run up (using different aiming methods) <ul style="list-style-type: none"> <li>• Aiming games</li> <li>• Over head and over arm throwing</li> <li>• Bouncing games</li> <li>• Aiming targets over a barrier</li> <li>• Aiming targets using the overhead and backward throws</li> </ul>	

## UNIT 4

### LESSON PLANS

It is a written account of the preparation for a lesson that shows in summary form, how the lesson is supposed to proceed. It is the immediate translation of the scheme of work into action. It shows what the teacher is going to teach, for how many minutes, to whom, how and why.

#### COMPONENTS

**Date and time**-Indicate when the lesson will be taken

**Topic** – Specify the topic to be covered by the class

**Source of material** – This includes names of sources, the authors, publishers, year and page numbers. Instructional media should also be mentioned here.

**Assumed knowledge:** This is a short abstract of what learners should already know, related to concepts or skills in the lesson. Also an indication of pupils' previous experiences that can be exploited during the lesson

**Lesson objectives:** Statements indicating what pupils should achieve within a single lesson in terms of knowledge, skills, attitudes or values. Lessons objectives may be one or more. They must be realistic, precise, simple and clearly stated.

**SMART-** Specific, Measurable, Achievable, Result oriented and Time specific. They must be behavioural, promoting the cognitive, affective and psychomotor domains in learners.

#### STRUCTURE OF A LESSON PLAN

**Lesson introduction:** This is the start of the lesson. It may be a recap of previous work, checking assumed knowledge or teacher exposition. Should motivate learners to arouse and gain attention. Must be short, interesting and relevant to the content of the lesson.

#### **Lesson development:**

This is the heart of the lesson. It gives a step by step description of how the teaching and learning will be conducted. The lesson concept is dealt with at length. It must contain relevance of the subject matter to pupils or society at large.

**Step 1-** teacher exposes content of the lesson to the learners either by demonstration, discussion and presenting situations or problems.

- Step 2 –** learners practice under teacher’s supervision in groups, pairs or as individuals.
- Step 3 -** more explanation from the teacher or report back from groups.
- Step 4 –** individual work under teacher’s supervision and children are given homework.
- Step 5 -** extension work for early finishers.

**Application:**

You ask yourself the following questions as a teacher:

- Is there opportunity for learners to apply what they learnt?
- Will learners do something which is measurable?
- Is opportunity given for transfer of what has been learnt to other situations?
- Is the work linked to the objectives?

**Lesson conclusion:**

This is the rounding off of the lesson. A logical conclusion can be a recap of the work covered highlighting the main points, giving pupils homework or follow up activities. It should not be abrupt because the bell rang or its break time.

The following questions will help you as a teacher to check on the outcomes of the lesson

- Have the essential features of the lesson been summarized?
- Has feedback been provided?
- Did the lesson end smoothly and logically or abruptly?

**Lesson evaluation:**

This should give specific aspects of both strengths and weaknesses noted during the lesson, and what needs to be done in future lessons to consolidate strengths and remedy weaknesses. Pupils facing problems should be indicated with appropriate remediation suggestions.

## **INFANT PHYSICAL EDUCATION LESSON PLAN**

### **DETAILED LESSON PLAN**

<b>Date:</b>	22 April 2016
<b>Grade</b>	ECD A
<b>Time:</b>	11.30 -12.30
<b>Learning Area:</b>	Physical Education
<b>Topic/Sub topic:</b>	Kids Atheltics/ Training
<b>Content:</b>	Target throw for distance.
<b>S.O.M:</b>	- P E, Sport and Mass Displays Infant (ECD to Grade 2) page 10 and page 17 National Syllabus -Target and Combat coaching manual page 60 - Physical Education and Sport Assessment Manual page 45 & 75

**Equipment:** Balls, Whistle, Skittles, Cones, Hula Hoops, Tyres, Bean, Tins, Ropes, bags

**Number of students:** 20

**Assumed knowledge:** Learners can throw an object to a target

#### **Lesson Objectives**

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

- targeting a stationary object within 35 metres distance
- targeting a mobile object within 35metres at varied distances
- aiming a target over a barrier

STAGE	CONTENT	ORGANISATION	COACHING POINTS
<b>Introduction</b> 5 min	-Teacher introduces the lesson -Learners identify target games they play	- Horse shoe	
<b>Warm up</b> 10 mins	<b>General</b> Slight jogging Dynamic stretches - ball rolling - throw up and down - butt kicks - carioka  <b>Specific</b> - throwing at various targets	- Safety check of the field - practice in single file -take turns to throw at various targets	Running action - knees up high - land with balls of feet - correct grip - target chest - throwing towards a target - eyes on target - follow through
<b>Skill Development</b> 20 mins	- Throwing an object to a target stationery - throwing an object - throwing an object to a target over a barrier	-demonstration of each technique -throwing from stationery - 3 trials for each learner from various positions - throwing within targets	-correct grip - target object even steps in movement - shoulder width apart - release at highest level - eyes on target - aim target set - follow through
<b>Application</b> 20 mins	- Target points game	-Game of play- four teams/ groups - throwing to a target to score points	- correct grip - target object - even steps in movement - shoulder width apart - release at highest level - eyes on target set - follow through
<b>Cool Down</b> 10 min	- Jogging up and down in a designated area -static stretches	-stretch all the body parts systematically	-stretch parts of body not more than 20s
<b>Conclusion</b> 5 min	- Lessons learnt	-feedback by learners	

**LESSON EVALUATION:**

**Strength:**

.....

.....  
.....

**Weaknesses:**

.....  
.....  
.....

**Way Forward**

.....  
.....  
.....

## **UNIT 5**

### **RECORD KEEPING**

#### **Introduction**

Records are critical documents about the teaching – learning process which you must keep as a teacher. Record maintenance should be treated with the importance that is attached to it. It is where we are able to record and track learner progress.

#### **Objectives**

By the end of this unit, you should be able to:

- identify the various records you are expected to keep
- prepare accurate records
- Interpret information from records to promote learning
- maintain and keep records safely
- appreciate the need to update records regularly

#### **Record Keeping**

##### **Definition**

Is the activity of organizing and storing of all the documents and files for reference purposes. It is critical for you to keep the records updated.

##### **Learner Profiles**

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

##### **Continuous Assessment**

##### **Progress Record**

This document traces the performance of a learner in a continuous learning process. It contains weekly, monthly or termly performance display of each learner either in written /assignment or practical assessment. You should have a progress record to capture learner competences.

##### **Attendance Register**

This is a critical document you should have as a teacher to track and record your learner's lesson attendance.

## **2.0 PREAMBLE**

## 2.1 INTRODUCTION

Infant school Physical Education syllabus is designed for Infant Learners (Early Childhood Development to Grade 2). The learning area seeks to promote learners' development of psychomotor skills and techniques. It ensures that learners develop socially, physically, emotionally and cognitively. The syllabus also serves as a firm foundation for entry into Junior School Physical Education, Sport and Mass Displays studies.

## 2.2 SUMMARY OF CONTENT

The Infant School Physical Education syllabus cover theory and practical activities in human body, safety and health, balances, locomotion/movement, coordination, aquatics skills, play and game skills and kids-athletics. The teacher is expected to deal with the grade level being taught.

Include issue of competences and expected outcomes so as to differentiate it from old curriculum.

## 2.3 METHODOLOGY

- As a teacher it is important for you to use problem-solving and learner-centred approaches:
- You are the facilitator
- The learner is the doer
- select appropriate teaching methods for your lessons
- use a variety of learner-centred approaches
- plan and organise study tours
- help pupils carry-out projects or experiments

**Learning-teaching material are important in your execution of curriculum content as they;**

- help learners to learn better and faster
- capture learners` interest
- create virtual reality

Examples of Learning-Teaching material to be used:

charts, chalkboard, whiteboard, computers, slides, films, videos, flannel graph, textbooks

## 2.5 CLASS MANAGEMENT

Class management is the process of planning, organising, leading and controlling class activities to facilitate learning. As a teacher, you should be able to create an effective learning environment, motivate the learners, maintain discipline and supervise class activities.

## **ORGANISATIONAL SKILLS FOR EFFECTIVE LEARNING**

Classroom organisation covers the following:

- physical environment
- emotional environment
- grouping the learners
- class control and discipline
- supervision

### **PHYSICAL ENVIRONMENT**

- Classroom to be clean, tidy and airy
- Safety considerations when arranging furniture
- Teaching aids to be visible to learners

### **EMOTIONAL ENVIRONMENT**

- Be firm, warm and pleasant
- Set the right tone
- Tell learners what behaviour you expect

### **GROUPING**

- Learners may be grouped according to needs, abilities, problems but not sex
- Promote sharing of ideas among learners

### **CLASS CONTROL AND DISCIPLINE**

- Know the school's policy on discipline
- Be firm and fair
- Punishment should be corrective
- Acknowledge good behaviour
- Make use of prefects and class monitors
- Create an atmosphere of trust and honesty

- Aim for intrinsic discipline

## **MOTIVATION**

- Make learners feel important
- Recognize and reward excellence
- Be a role model in terms of your demeanour

## **SUPERVISION**

- Check learners` work in order to guide and correct them
- Areas that require supervision include practical work, written work, discussions, group work and field trips

## **Evaluation**

As a teacher, you are expected to evaluate both your work and that of the learners. It is your duty to identify the essential evaluation methods that you can use, prepare marking schemes for the various activities or projects

### **Importance of Evaluation**

**It helps you as the teacher** in measuring the success of teaching in terms of teacher and learner performance. It also provides feedback on the acquisition of knowledge, skills and attitudes by learners

## 2.6 Curriculum Content Break Down

### 2.6.1 SYLLABUS TOPICS

- 1 Human Body
- 2 Safety and Health
- 3 Balances
- 4 Locomotion/movement
- 5 Coordination
- 6 Aquatics skills
- 7 Play and game skills
- 8 Kids Athletics

### 2.6.2 Curriculum Content Broken Down into teachable Units.

#### 2.6.2.1 Human Body

- Objectives (learner – behaviour)
  - identify and name parts of the human body
  - differentiate between males and females
  - Demonstrate left and right orientation
  
- **Content**
  - Different parts of the human body
  - External and internal parts of the human body
  - Human beings are of different sexes
  
- **Methodology (learner - centeredness)**
  - Project based learning
  - Educational tours
  - E-learning
  - Collections
  - Demonstrations
  - Resource person(s)
  
- **Teaching-learning aids**
  - Manipulative and Block play area

- Songs and rhymes
  - Charts with human body
  - Poems
  - Dolls
  - Mirrors
  - Pictures
  - Puzzles
  - Clay and play dough
  - Paper glue
  - Educational Magazines
  - Papier-Mache
  - ICT and e-learning tools
  - Beads
  - Audio and Visual Materials
- 
- **Activities (learner - centeredness)**
    - Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”
    - Identifying and naming parts of the human body
    - Role playing left and right orientation
    - Drawing the human body
    - Fitting jigsaw puzzles of males and females
    - Modelling a human body

## COMPETENCIES

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>Identifying human body parts</li> </ul>	<ul style="list-style-type: none"> <li>Handling tools and equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Resolving differences of opinion</li> </ul>
<ul style="list-style-type: none"> <li>Right and left orientation</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Modelling</li> <li>Manipulative</li> <li>Fixing the jig-saw puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating and contributing to team results</li> </ul>

- Assessment**

Learners will be assessed on:

- Ability to identify hazardous objects in and around the environment
- List safety rules at school and home
- Perform a two-minute fitness endurance test
- exercise regularly to enhance muscular development, strength and body coordination

### 2.6.2.3 Balances

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

- Demonstrations
- Resource person(s)
- **Teaching-learning aids**
  - Manipulative and Block play area
  - Sticks
  - Equipment within the ECD play centre
  - Tyres
  - Hula hoops
  - Skittles and cones
  - Improvised age appropriate safe equipment
  - ICT and e-learning tools
  - Audio and Visual Materials
- **Balancing on various points:**
  - one point
  - two points
  - three points
  - four points
  - five points
  - six points
- Transferring and bearing weight through balancing on each other
- Matching balances
  - Activities** (learner - centeredness)
  - Linking balances in pairs or groups

**Competencies**

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Identifying dangerous objects</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting litter</li> <li>• Manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• Resolving differences of opinion</li> </ul>
Classifying hazardous and non-hazardous objects	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Modelling</li> <li>• Psychomotor</li> </ul>	Collaborating and contributing to team results

## ANNEXTURE 1

### 1.0 SCOPE AND SEQUENCE

#### 1.1 TOPIC 1: HUMAN BODY

TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Bearing	<ul style="list-style-type: none"> <li>• Different parts of the human body</li> </ul>	<ul style="list-style-type: none"> <li>• External and internal parts of the human body</li> <li>• Human beings are of different sexes</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body and their functions</li> <li>• Human beings are of different sexes</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body, functions and care</li> <li>• Human beings are of different sexes</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body, functions and care</li> <li>• Human beings are of different sexes</li> </ul>

#### 1.2 TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Safety	<ul style="list-style-type: none"> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> </ul>	<ul style="list-style-type: none"> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> </ul>	<ul style="list-style-type: none"> <li>• Safe handling and use of apparatus</li> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations on use of apparatus</li> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations on use, storage and care of apparatus</li> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> <li>- with paraphernalia</li> </ul>
Health	<ul style="list-style-type: none"> <li>• keep healthy and fit</li> <li>• Healthy food</li> <li>• Personal and environmental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Play to keep healthy and fit</li> <li>• Personal and environmental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Play to keep healthy and fit</li> <li>- Eat healthy</li> <li>- Personal and environmental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Play and exercise to keep healthy and fit</li> <li>- Eat healthy</li> <li>- Eating habits</li> <li>- Personal and environmental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Play and exercise to keep healthy and fit</li> <li>- Eat healthy</li> <li>- Personal and environmental hygiene</li> </ul>

**1.3 TOPIC 3: BALANCING**

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Weight bearing	<ul style="list-style-type: none"> <li>• Solo balances</li> <li>- In pairs</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic general balances</li> <li>- Individually</li> <li>- In pairs</li> <li>- In groups</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic general balances</li> <li>- In pairs</li> <li>- in groups</li> <li>- on apparatus</li> <li>• Balancing and creating shapes and formations.</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Balance on or with prescribed apparatus</li> <li>• Balancing and creating pre-scribed shapes and formations</li> <li>• Weight transfer</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations on use, storage and care of apparatus</li> <li>• safety rules</li> <li>- with self and others</li> <li>- playing area</li> <li>- with paraphernalia</li> </ul>

**1.4 TOPIC 4: MOVEMENT/ LOCOMOTION**

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Elementary Movement	<ul style="list-style-type: none"> <li>• Free movement</li> <li>• Free movement with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• One time motion</li> <li>• Continuous motion</li> </ul>	<ul style="list-style-type: none"> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• moving with/on apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• moving with/on apparatus</li> </ul>

**1.5 TOPIC 5: COORDINATION**

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Coordination	<ul style="list-style-type: none"> <li>Elementary skills of coordination</li> </ul>	<ul style="list-style-type: none"> <li>Basic concepts of coordination such as in walking, throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>Basic concepts of coordination in relation to balance and weight transfer</li> </ul>	<ul style="list-style-type: none"> <li>Basic concepts of coordination in relation to balance and weight transfer</li> <li>Skills of coordination with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Basic concepts of coordination in relation to balance and weight transfer</li> <li>Coordination in relation to formations and stimuli</li> </ul>

**1.6 TOPIC 6: AQUATIC SKILLS**

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Water familiarization and safety	<ul style="list-style-type: none"> <li>Aquatic safety</li> <li>Safe entry, play and exit</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic safety</li> <li>Safe entry, play and exit</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic safety</li> <li>Safe entry, play, submerge and exit</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic safety</li> <li>Safe entry, play, submerge and exit</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic safety</li> <li>Safe entry, play, submerge and exit</li> </ul>
Floating	<ul style="list-style-type: none"> <li>Assisted float</li> </ul>	<ul style="list-style-type: none"> <li>Assisted float</li> </ul>	<ul style="list-style-type: none"> <li>Floating with minimal/ without assistance</li> </ul>	<ul style="list-style-type: none"> <li>Floating with/ without apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Floating with/ without apparatus</li> </ul>
Stroking	<ul style="list-style-type: none"> <li>Splashing and scrambling</li> </ul>	<ul style="list-style-type: none"> <li>Splashing and scrambling</li> </ul>	<ul style="list-style-type: none"> <li>Gliding, splashing and scrambling</li> </ul>	<ul style="list-style-type: none"> <li>Gliding, splashing and stroking</li> </ul>	<ul style="list-style-type: none"> <li>Gliding, splashing and stroking</li> </ul>

## 1.7 TOPIC 7: PLAY AND GAME SKILLS

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Receiving	<ul style="list-style-type: none"> <li>receiving apparatus with hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>basic receiving skills from two dimensions</li> </ul>	<ul style="list-style-type: none"> <li>receiving using multiple dimensions</li> <li>receiving using equipment</li> </ul>	<ul style="list-style-type: none"> <li>receiving from multiple dimensions</li> <li>receiving using equipment</li> </ul>	<ul style="list-style-type: none"> <li>receiving from multiple directions</li> <li>receiving using equipment</li> </ul>
Sending	<ul style="list-style-type: none"> <li>throwing and kicking</li> </ul>	<ul style="list-style-type: none"> <li>throwing, kicking and striking from two dimensions</li> </ul>	<ul style="list-style-type: none"> <li>throwing, kicking and striking with or without apparatus using multiple dimensions</li> </ul>	<ul style="list-style-type: none"> <li>throwing, kicking and striking with or without apparatus using multiple dimensions</li> </ul>	<ul style="list-style-type: none"> <li>sending skills with a variety of directions</li> </ul>
Travelling	<ul style="list-style-type: none"> <li>Chasing</li> </ul>	<ul style="list-style-type: none"> <li>moving with or without apparatus</li> <li>dodging</li> </ul>	<ul style="list-style-type: none"> <li>moving with or without apparatus for speed, space, distance and direction</li> </ul>	<ul style="list-style-type: none"> <li>moving with or without apparatus for speed, space, distance, height, positioning and direction</li> </ul>	<ul style="list-style-type: none"> <li>moving with or without apparatus for speed, space, distance, height, shielding, positioning and direction</li> </ul>

## 1.8 TOPIC 8: KIDS' ATHLETICS

SUB-TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Running	<ul style="list-style-type: none"> <li>• Free running</li> </ul>	<ul style="list-style-type: none"> <li>• High knee running on the balls of the feet</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled running in random directions</li> <li>• Running on the balls of the feet and lifting knees</li> </ul>	<ul style="list-style-type: none"> <li>• Shuttle relay running for a distance of 50m</li> <li>• Running on the balls of the feet, lifting knees and bending elbows</li> </ul>	<ul style="list-style-type: none"> <li>• Bend running and obstacle clearing</li> <li>• Running on the balls of the feet,</li> <li>• lifting knees and bending elbows following the opposite arm, opposite leg action</li> </ul>
Throwing	<ul style="list-style-type: none"> <li>• Free throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Target throw for distance</li> </ul>	<ul style="list-style-type: none"> <li>• Target throw for distance and height</li> <li>• Knee throw</li> </ul>	<ul style="list-style-type: none"> <li>• Rotational throwing</li> <li>• Whole body throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Rotational throwing for distance</li> <li>• Rotational throwing for accuracy</li> </ul>
Jumping	<ul style="list-style-type: none"> <li>• Free jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Guided jumping</li> <li>• Hopping and standing jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Two foot jump in one direction</li> <li>• Two foot jumping skills in all directions</li> </ul>	<ul style="list-style-type: none"> <li>• Sideways jumping over obstacles</li> <li>• Continuous single and double footed jumps using a rope</li> </ul>	<ul style="list-style-type: none"> <li>• Forward squat jump (leaping) for distance</li> <li>• Hopping , cross hopping and continuous jumping</li> </ul>