



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

PHYSICAL EDUCATION SPORT AND MASS DISPLAYS

JUNIOR
(GRADE 3-7)

2015 - 2022

TEACHER'S GUIDE

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1.0 ORGANISATION OF THE GUIDE

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

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

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

2.0 PART A: CRITICAL DOCUMENTS

INTRODUCTION

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

should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

RATIONALE

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

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

2.3 OBJECTIVES

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

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

THE CRITICAL DOCUMENTS

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

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

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

OBJECTIVES OF THE CURRICULUM

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

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

KEY ELEMENTS

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

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

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

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

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

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

Objectives

The following are objectives for syllabus interpretation

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

- demonstrate an understanding of the National Physical Education Sport and Mass Displays Syllabus, through correct interpretation and usage.
- interpret the National Physical Education Sport and Mass Displays Syllabus and develop the school syllabus from it.

TYPES OF SYLLABI

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

NATIONAL SYLLABUS

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

Componentets of the Syllabus

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

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

SCHOOL SYLLABUS

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

UNIT 3

SCHEMES OF WORK

Definition:

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

Grade 3

Physical Education Scheme

Aims

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

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS/ KNOWLEDGE	SOM	FACILITY /EQUIPMENT	METHODS/ ACTIVITIES	EVALUATION
21/10/16	<p>Organs of the body</p> <ul style="list-style-type: none"> Humans have external and internal body parts. 	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> name external and internal body parts distinguish external and internal body parts discuss ways of caring for different body parts 	<p>Collaboration Decision making</p>	<p>Physical Education, Sport and Mass Displays Junior (grade 3-7) National Syllabus page 40</p> <p>Physical Education and Sport Assessment Manual page 30 and 60</p>	<p>Human body pictures</p>	<p>METHODS</p> <ul style="list-style-type: none"> Demonstration, Command, Practice, Guided Discovery, Group Work, Pair work, Tasking <p>ACTIVITIES</p> <ul style="list-style-type: none"> Identifying and naming external and internal parts of the human body Drawing and labelling parts of the human body Moulding the human body Playing the touch game of own body Completing a classification table of the human body parts Dramatising ways of caring for different body parts Discussing and demonstrating care of body parts Completing crossword puzzle Playing jig-saw puzzle games Discussing the norms and values related to body parts 	

UNIT 4

LESSON PLAN

DEFINITION

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

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

DETAILED LESSON PLAN

Date: 22 September 2016
Grade: Grade 3
Time: 11.30 -12.30
Learning Area: Physical Education
Topic/Content: Organs of the body
Sub-Topic: Internal and external body parts.
S.O.M: -Physical Education and Sport Pupils book page 22
-Physical Education and Sport teachers book page 45&75
-P E, Sport and Mass Displays Jr (gr3-7) National Syllabus pge 40
Equipment: Manipulative and block play area, charts, dolls, mirrors, pictures, puzzles, clay and play dough, crayons, books, paper glue, magazines, papier-mache
Number of learners: 20
Assumed Knowledge: learners can differentiate between boy and girl and left and right.

Lesson Objectives

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

- name external and internal body parts
- distinguish external and internal body parts

STAGE	CONTENT	ORGANISATION	COACHING POINTS
Introduction 1 min	<ul style="list-style-type: none"> - Teacher introduces the lesson - Learners identify with boy and girl or left and right 	<ul style="list-style-type: none"> - Horse shoe 	
Warm up 10 mins	General stretches Specific	<ul style="list-style-type: none"> - Safety check of the field 	
Skill Development 20 mins	<ul style="list-style-type: none"> - identifying internal and external human body parts 	<ul style="list-style-type: none"> • Identifying and naming external and internal parts of the human body • Drawing and labelling parts of the human body • Moulding the human body • Playing the touch game of own body 	PLEASE NOTE: NO naming of genitals - identification of head parts for the five senses - the game should emphasise on body parts naming
Application 20 mins	<ul style="list-style-type: none"> - building a human body model 	<ul style="list-style-type: none"> • Completing a classification table of the human body parts • Dramatising ways of caring for different body parts • Discussing and demonstrating care of body parts • Completing crossword puzzle • Playing jig-saw puzzle games • Discussing the norms and values related to body 	<ul style="list-style-type: none"> - correct classifications -Starting from head to toe naming body parts
Cool Down 8 mins	<ul style="list-style-type: none"> - Jogging up and down in a designated area -static stretches 	<ul style="list-style-type: none"> -stretch all the body parts systematically 	<ul style="list-style-type: none"> -stretch parts of body not more than 20 seconds
Conclusion 1 min	<ul style="list-style-type: none"> - Lessons learnt 	<ul style="list-style-type: none"> -feedback by learners 	

LESSON EVALUATION:

Strength:

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.....
.....

Weaknesses:

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.....
.....

Way Forward

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.....
.....

UNIT 5

RECORDS

DEFINITION

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

Learner Profiles

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

Progress Record

You should have a progress record to capture learner performances.

Attendance Register

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

Conclusion

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

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

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

3.0 PART B:

CURRICULUM DELIVERY

Introduction

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

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

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

3.1 CONTENT

Safety and health

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

3.2 OBJECTIVES

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

- Role play
- Experimentation
- Project
- Field trips

Choice of method is influenced by:

- your personality
- learner`s level of development (cognitive, affective and psychomotor)
- Content to be covered
- Competencies to be developed
- Time of the year
- Place
- Society/community
- Size of class
- resources

3.2 METHODOLOGY

(learner - centeredness)

- Project based learning
- Educational tours
- E-learning
- Collections
- Demonstrations

Activities (learner - centeredness)

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

3.4 TEACHING LEARNING MATERIALS

•Teaching-learning aids

- Mats
- Equipment within the ECD play centre
- Tyres
- Hula hoops
- Skittles and cones
- Age appropriate and safe equipment
- Slides
- Swings

- Monkey bars
- Pictures
- Books with songs and stories
- Charts on health issues
- ICT and e-learning tools
- Puppets
- Food samples
- Household tools
- See saws
- Spring boards
- ICT and e-learning tools

3.5 ASSESSMENT AND EVALUATION

Learners will be assessed on:

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

3.6 CLASS MANAGEMENT

As the teacher you should ensure that you are in full control of what transpires in the classroom by taking note of the following:

- good class room organisation
- effective communication
- conducive environment
- fair allocation of tasks and resources
- good time management
- meeting individual need

CONTENT DELIVERY

List of topics to be covered

TOPICS

Study Area 1: Physical Education

- Human Body
- Safety and Health
- Aquatic skills
- Kids athletics

Study Area 2: Sport

Game Skills

- Invasion Games
- Net Games
- Striking Games
- Target and Combat Games
- Adventure Games
- Educational Gymnastics

Study Area 3: Mass Displays

- Music
- Background Art
- Arena Acts

Human Body

- Objectives (learner – behaviour)
 - identify and name parts of the human body
 - differentiate between males and females
- Content
 - Different parts of the human body
 - External and internal parts of the human body
 - Human beings are of different sexes

- Methodology (learner - centredness)
 - Project based learning
 - Educational tours
 - E-learning
 - Collections
 - Demonstrations
 - Resource person(s)

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

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

Competencies

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

Assessment

Learners will be assessed on:

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

Balances

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

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

Linking balances in pairs or groups

Competencies

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

Conclusion

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

SCOPE AND SEQUENCE

STUDY AREA 1: PHYSICAL EDUCATION

TOPIC 1: HUMAN BODY

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Organs of the body	<ul style="list-style-type: none"> Humans have external and internal body parts 	<ul style="list-style-type: none"> Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> Humans have body parts that store and transport food 	<ul style="list-style-type: none"> Humans have external and internal parts with functions in storing and transporting food and air 	<ul style="list-style-type: none"> Humans have body parts that store and transport food, air and blood

TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Healthy living habits	<ul style="list-style-type: none"> Healthy living habits at home Health related-fitness: <ul style="list-style-type: none"> - endurance - strength - flexibility - body composition 	<ul style="list-style-type: none"> Healthy living habits at home and school Sport related fitness components 	<ul style="list-style-type: none"> Healthy living habits at home, school and community Safety precautions and rules in handling apparatus Warm up and cool down Diseases caused by lack of exercise 	<ul style="list-style-type: none"> Healthy living habits at home school and community Physical activity diary Diseases caused by lack of exercise, nutrition and poor sanitary conditions 	<ul style="list-style-type: none"> Healthy living life styles Healthy living projects Injury prevention and management

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Safety	<ul style="list-style-type: none"> • Safety rules for various environments • warm up and cool down 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities • Safety rules when participating in physical activities • Safety rules, storage and care of apparatus 	<ul style="list-style-type: none"> • Safety when participating in physical activities • Safety precautions and rules in handling apparatus • Warm up and cool down 	<ul style="list-style-type: none"> • Safety rules and regulations for various activities • Injuries related to various physical activities 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities in different environments • Safety rules, storage and care of apparatus

TOPIC 3: AQUATIC SKILLS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Water safety	<ul style="list-style-type: none"> • Survival skills in and near water 	<ul style="list-style-type: none"> • Survival skills in and near water 	<ul style="list-style-type: none"> • Aquatic survival skills 	<ul style="list-style-type: none"> • Survival techniques in water • Water hazards 	<ul style="list-style-type: none"> • Survival techniques in water • Resuscitation techniques
Strokes	<ul style="list-style-type: none"> • Arm and leg action • Floating with or without aid • Sub-merging • Water treading • Gliding • Breathing 	<ul style="list-style-type: none"> • Floating • Water treading • Gliding • Sub-merging • Arm and leg action at increased interval 	<ul style="list-style-type: none"> • Entry into water • Floating • Gliding • Submerging • Turning • Arm and leg action • Front, back and breast stroke 	<ul style="list-style-type: none"> • Front and back crawl techniques • Breast stroke • Entry into water • Tumble turn 	<ul style="list-style-type: none"> • Front ,back crawl and butterfly strokes • Entry into water

TOPIC 4: KIDS ATHLETICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Running	<ul style="list-style-type: none"> • Progressive endurance race • Slalom shuttle relays (running round obstacles) 	<ul style="list-style-type: none"> • Bend running and obstacle clearing with varying speed • Running over obstacles with varying speed 	<ul style="list-style-type: none"> • 8 minutes endurance race • Sprint-hurdle relays • Bends formula 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles 	<ul style="list-style-type: none"> • Running tactics and techniques • Running with obstacles
Jumping	<ul style="list-style-type: none"> • Jumping with or without equipment 	<ul style="list-style-type: none"> • Jumping with or without apparatus for distance and height 	<ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Jumping for height using a pole 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Jumping using a pole over an obstacle 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques
Throwing	<ul style="list-style-type: none"> • Front and backward throwing • Kids Javelin throw • Throwing over a barrier 	<ul style="list-style-type: none"> • Standing throw Kids Javelin throw for distance and accuracy • Throwing over a barrier for target 	<ul style="list-style-type: none"> • Rotational throw for distance and accuracy • Target throw over a barrier • Teen javelin for height and distance 	<ul style="list-style-type: none"> • Throwing techniques 	<ul style="list-style-type: none"> • Throwing techniques

STUDY AREA 2: SPORT

GAME SKILLS

TOPIC 1: INVASION GAMES

	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Space awareness	<ul style="list-style-type: none"> • Open space • Occupied space 	<ul style="list-style-type: none"> • Space creation 	<ul style="list-style-type: none"> • Defending, attacking in relation to time and speed 	<ul style="list-style-type: none"> • Running into open space • Covering open space • Advantages and disadvantages of moving into open or closed space 	<ul style="list-style-type: none"> • Defending and attacking as a team • Formations
Positioning	<ul style="list-style-type: none"> • Positioning within boundaries 	<ul style="list-style-type: none"> • Positioning within boundaries and teammates 	<ul style="list-style-type: none"> • Positioning within boundaries, team-mates and opponents 	<ul style="list-style-type: none"> • Positioning within boundaries in relation to team-mates and opponents 	<ul style="list-style-type: none"> • Positioning within boundaries in relation to team-mates and opponents
Reaction	<ul style="list-style-type: none"> • Reaction into open or occupied space 	<ul style="list-style-type: none"> • Reaction in relation to movement 	<ul style="list-style-type: none"> • Defensive roles • Offensive roles 	<ul style="list-style-type: none"> • Principles of attack and defense in relation to time 	<ul style="list-style-type: none"> • Dislodging an opponent

TOPIC 2: TARGET AND COMBAT GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Aiming /Targeting	<ul style="list-style-type: none"> • Target up to 15m • Stationary targets 	<ul style="list-style-type: none"> • Stationary and slow mobile target • Target up to 25m distance 	<ul style="list-style-type: none"> • Stationary and average mobile targets • Target up to 35m distance 	<ul style="list-style-type: none"> • Stationary and fast mobile target for height • Target up to 40m distance 	<ul style="list-style-type: none"> • Stationary and fast mobile targets for height • Target up to 50m distance
Stance	<ul style="list-style-type: none"> • Balance on the base of support • Weight transfer and distribution 	<ul style="list-style-type: none"> • Wide and narrow base • Follow through 	<ul style="list-style-type: none"> • Body orientation for movement 	<ul style="list-style-type: none"> • Energy conversions over time 	<ul style="list-style-type: none"> • Energy conversions and release • Adjusting body position

TOPIC 3: NET GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Strokes	<ul style="list-style-type: none"> • Types of strokes 	<ul style="list-style-type: none"> • Strokes for speed and direction 	<ul style="list-style-type: none"> • Strokes for height, spin and distance 	<ul style="list-style-type: none"> • Strokes for height, spin, distance and power 	<ul style="list-style-type: none"> • Strokes for height, spin, distance and power in relation to time

TOPIC 4: STRIKING GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Grip	<ul style="list-style-type: none"> • Correct handling of equipment 	<ul style="list-style-type: none"> • Grip and stance 	<ul style="list-style-type: none"> • Grip, stance and footwork 	<ul style="list-style-type: none"> • Grip Stance Footwork 	<ul style="list-style-type: none"> • Grip, stance, footwork, movement in striking for a distance
Striking	<ul style="list-style-type: none"> • Forward drives from stationary position • Forward drives from a mobile position 	<ul style="list-style-type: none"> • Backward strokes or drives from a stationary position • Backward strokes or drives from a mobile position 	<ul style="list-style-type: none"> • Well timed backward or forward drives with reaction 	<ul style="list-style-type: none"> • Backward or forward strokes (Footwork, coordination) 	<ul style="list-style-type: none"> • Accurate backward and forward drive for space, distance and scoring

TOPIC 5: ADVENTURE GAMES

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Outdoor activities	<ul style="list-style-type: none"> • Course Marking • Walking • Orienteering 	<ul style="list-style-type: none"> • Orienteering • Walking steeper gradient 	<ul style="list-style-type: none"> • Orienteering • Mountaineering • Animal riding for example horses, elephants and donkeys 	<ul style="list-style-type: none"> • Orienteering • Climbing and abseiling • Cycling • Water based activities 	<ul style="list-style-type: none"> • Orienteering • Water based activities • Mountaineering and abseiling

TOPIC 6: EDUCATIONAL GYMNASTICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Locomotion	<ul style="list-style-type: none"> • Basic general balances and weight bearing movements • Moving creating shapes and formations • Balancing and weight transference in relation to apparatus • Balancing and creating enhanced shapes and formations 	<ul style="list-style-type: none"> • Basic general speed in movement using different body parts i.e. slow, medium and fast • Linking movements to develop sequences • Balancing and creating enhanced shapes and formations in movement such as light and heavy 	<ul style="list-style-type: none"> • Transference of weight using different body parts at different levels • Forceful movements • Sequences in movements • Contrasting quick, light and heavy movements. 	<ul style="list-style-type: none"> • Increased range of movements through exploration 	<ul style="list-style-type: none"> • Improved more complex sequence of movements through practice and critical analysis

STUDY AREA 3: MASS DISPLAYS

TOPIC 1: MUSIC

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Background and performing music	<ul style="list-style-type: none"> • Common play and dance songs • Rhythm and stimuli 	<ul style="list-style-type: none"> • Rhythm and stimuli • Percussion band 	<ul style="list-style-type: none"> • Percussion band and other musical instruments 	<ul style="list-style-type: none"> • Use of instruments • Band • Recorded music 	<ul style="list-style-type: none"> • Use of music

TOPIC 2: BACKGROUND ART

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Patterns and mounts	<ul style="list-style-type: none"> Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> Letters and pictures related to portrayed themes 	<ul style="list-style-type: none"> Shapes, colours and symbols depicting themes 	<ul style="list-style-type: none"> Shapes, pictures, colours and symbols describing themes 	<ul style="list-style-type: none"> Shapes, picture and symbols describing the themes on display mounted on sets of boards and books

TOPIC 3: ARENA ARTS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Movement and rhythm	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction without tempo 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction for play themes 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with tempo for play and traditional game themes 	<ul style="list-style-type: none"> Rhythmic movement to cover space and direction with variations using educational themes 	<ul style="list-style-type: none"> Movement to cover space and direction Varying rhythms using complex themes
Choreography	<ul style="list-style-type: none"> Calculated movement into arena Rhythmic choreography according to theme being displayed Calculated movement for exit 	<ul style="list-style-type: none"> Combine movement into arena with routines from play and sport themes 	<ul style="list-style-type: none"> Combine movement into arena with longer play, sport, traditional themes and physical exercises symbolizing play, sport and games 	<ul style="list-style-type: none"> Combined arena movements with physical exercises 	<ul style="list-style-type: none"> Combined movement and choreography with complex formations
Formations	<ul style="list-style-type: none"> Calculated movement from formation to formation 	<ul style="list-style-type: none"> Combine movement and choreography with linear and circular formations 	<ul style="list-style-type: none"> Formation symbolizing play, sport and games 	<ul style="list-style-type: none"> Combined movement and choreography used in play and games with shapes used in educational and contemporary themes 	<ul style="list-style-type: none"> Combined movement and choreography with complex formations