



P.E. SCHEME OF WORK GRADE 5 TERM 2

NAME	
TSC NO.	
SCHOOL	

Wk	Ls n	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	BATTING GAMES - SOFTBALL	Stance and C-grip	By the end of the sub strands,the learner should be able to: a. practice the stance and grip for hitting b. use drill to practice the stance and the C-grip for skill masterly c. play games and use the stance and C-grip for fun and observe safety	Which other game uses a similar stance and grip for hitting? Why should you observe high levels of safety when playing softball?	Use drill to practice the stance and the C-grip use provided checklist to give each other feedback when practicing the stance and the C-grip play games and use the stance and C-grip and observe safety	<ul style="list-style-type: none"> video clip improvised softball whistle <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 58-60</i> <i>Spotlight P.H.E Grade 5 TG Pg. 41-42</i> 	a) Observation checklists b) Portfolio c) Progress reports	
	2		The Swing technique	By the end of the sub strands,the learner should be able to: a. practice the swing technique in softball for hitting b. use drills to practice the swing technique for accurate hitting c. practice softball skills at won free time for skill masterly	Why is it important to observe safety while swinging in softball? How different is softball from other batting games you know?	The learner is guided individually or in groups to: learners interact with technology to watch a video clip and observe the swing technique. Demonstrate the swing technique and get feedback from the teacher Practice the swing technique give each other feedback Use provided checklist to give each other feedback when practicing the swing technique Play games and observe safety	<ul style="list-style-type: none"> video clip improvised softball whistle <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 61-63</i> <i>Spotlight P.H.E Grade 5 TG Pg. 43-44</i> 	a) Observation checklists b) Portfolio c) Progress reports	
	3		Base running and sliding	By the end of the sub strands, the learner should be able to: a. practice base running and sliding in softball for skill acquisition b. discuss the importance of sliding in softball	Why is it important to observe safety while swinging in softball?	The learner is guided individually or in groups to: Interact with technology observe base running and sliding in softball demonstrate base running and sliding and get teachers feedback	<ul style="list-style-type: none"> video clip improvised softball whistle <i>Spotlight P.H.E Grade 5</i> 	a) Observation checklists b) Portfolio c) Progress reports	

			<ul style="list-style-type: none"> c. play modified softball games for enjoyment and observe safety d. appreciate base running and sliding in softball for as a vital skill 		<p>practice the base running and sliding give each other feedback</p> <p>play modified softball games and observe safety</p>	<p><i>Learners Bk. Pg. 63-66</i></p> <ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 45-46</i> 	
4		Base running and sliding	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a. discuss the importance of sliding in softball b. use drills to practice the base running and sliding in softball c. play modified softball games for enjoyment and observe safety d. appreciate base running and sliding in softball for as a vital skill 	<p>Why is it important to observe safety while swinging in softball?</p>	<p>The learner is guided individually or in groups to: Interact with technology to observe base running and sliding in softball</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate base running and sliding and get teachers feedback <input type="checkbox"/> practice the base running and sliding give each other feedback <input type="checkbox"/> play modified softball games and observe safety 	<ul style="list-style-type: none"> • video clip • improvised softball • whistle • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 63-66</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 45-46</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports
5		BATTING GAMES – ROUNDERS: Fielding, Throwing, Catching and Stamping	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice throwing, catching and stamping in a rounder’s game b. use drills to practice throwing, catching and stamping for skill masterly c. play games for enjoyment and observe rules for a harmonious game 	<p>Why is it important to obey rules when playing Rounders?</p> <p>What is stamping in rounders games?</p> <p>What is fielding in the game of rounders?</p>	<p>The learner is guided individually or in groups to: interact with technology to watch a rounders game and observe throwing, catching and stamping</p> <p>Practice throwing, catching and stamping and get feedback from the teacher</p> <p>use drills to practice throwing, catching and stamping and give each other feedback</p> <p>play games and observe rules</p>	<ul style="list-style-type: none"> • digital devices • rounders bats • field markers • base • whistle • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 66-69</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 47-49</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports
2	1	BATTING GAMES – ROUNDERS: Fielding, Throwing, Catching and Stamping	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice throwing, catching and stamping in a rounder’s game b. use drills to practice throwing, catching and stamping for skill masterly c. play games for enjoyment and observe rules for a harmonious game 	<p>Why is it important to obey rules when playing Rounders?</p> <p>What is stamping in rounders games?</p> <p>What is fielding in the game of rounders?</p>	<p>The learner is guided individually or in groups to: Interact with technology to watch a rounders game and observe throwing, catching and stamping</p> <p>Practice throwing, catching and stamping and get feedback from the teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate base running and sliding and get teachers feedback 	<ul style="list-style-type: none"> • digital devices • rounders bats • field markers • base • whistle • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 66-69</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports

						<input type="checkbox"/> use drills to practice throwing, catching and stamping and give each other feedback <input type="checkbox"/> play games and observe rules	<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 47-49</i> 		
2		BATTING GAMES – ROUNDERS: Fielding, Throwing, Catching and Stamping	By the end of the sub strands, the learner should be able to: a. practice throwing, catching and stamping in a rounder’s game b. use drills to practice throwing, catching and stamping for skill masterly c. play games for enjoyment and observe rules for a harmonious game	Why is it important to obey rules when playing Rounders? What is stamping in rounders games? What is fielding in the game of rounders?	The learner is guided individually or in groups to: Interact with technology to watch a rounders game and observe throwing, catching and stamping Practice throwing, catching and stamping and get feedback from the teacher Use drills to practice throwing, catching and stamping and give each other feedback <input type="checkbox"/> play games and observe rules	<ul style="list-style-type: none"> • digital devices • rounders bats • field markers • base • whistle • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 66-69</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 47-49</i> 	a) Observation checklists b) Portfolio c) Progress reports		
3		Technical, Tactical approaches And rules of the game	By the end of the sub strands, the learner should be able to: a. explain the terms technical and tactical approaches to enhance learning b. apply technical and tactical approaches when playing the rounders game c. play rounders game apply the rules of the game	What are the technical and tactical approaches in rounders? Give examples of technical and tactical approaches in rounders? What are the rules of rounders?	The learner is guided individually and in groups to: <input type="checkbox"/> watch a game of rounders and observe the technical and tactical approaches in softball <input type="checkbox"/> find out the rules of rounders <input type="checkbox"/> play a game of rounders and apply the rules and technical and tactical observed	<ul style="list-style-type: none"> • digital device • charts • posts • rounders balls • bating sticks • whistle • lime • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 69-72</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 50-52</i> 	a) Observation checklists b) Portfolio c) Progress reports		
4		Technical, Tactical approaches And rules of the game	By the end of the sub strands, the learner should be able to: a. explain the terms technical and tactical approaches to enhance learning b. apply technical and tactical approaches when playing the rounders game	What are the technical and tactical approaches in rounders? Give examples of technical and tactical approaches in rounders?	The learner is guided individually and in groups to: watch a game of rounders and observe the technical and tactical approaches in softball plays of rounders y a game of rounders and apply the rules and technicaland tactical observed	<ul style="list-style-type: none"> • digital device • charts • posts • rounders balls • bating sticks • whistle • lime 	a) Observation checklists b) Portfolio c) Progress reports		

				c. play rounders game apply the rules of the game	What are the rules of rounders?		<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 69-72</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 50-52</i> 		
5		Technical, Tactical approaches And rules of the game	By the end of the sub strands, the learner should be able to: <ul style="list-style-type: none"> a. explain the terms technical and tactical approaches to enhance learning b. apply technical and tactical approaches when playing the rounders game c. play rounders game apply the rules of the game 	<p>What are the technical and tactical approaches in rounders?</p> <p>Give examples of technical and tactical approaches in rounders?</p> <p>What are the rules of rounders?</p>	<p>The learner is guided individually and in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> watch a game of rounders and observe the technical and tactical approaches in softball <input type="checkbox"/> find out the rules of rounders <input type="checkbox"/> play a game of rounders and apply the rules and technical and tactical observed 	<ul style="list-style-type: none"> • digital device • charts • posts • rounders balls • bating sticks • whistle • lime • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 69-72</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 50-52</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 		
3	1	Technical, Tactical approaches And rules of the game	By the end of the sub strands, the learner should be able to: <ul style="list-style-type: none"> a. explain the terms technical and tactical approaches to enhance learning b. apply technical and tactical approaches when playing the rounders game c. play rounders game apply the rules of the game 	<p>What are the technical and tactical approaches in rounders?</p> <p>Give examples of technical and tactical approaches in rounders?</p> <p>What are the rules of rounders?</p>	<p>The learner is guided individually and in groups to:</p> <ul style="list-style-type: none"> watch a game of rounders and observe the technical and tactical approaches in softball find out the rules of rounders play a game of rounders and apply the rules and technical and tactical observed 	<ul style="list-style-type: none"> • digital device • charts • posts • rounders balls • bating sticks • whistle • lime • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 69-72</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 50-52</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 		
	2	Soccer Passes: Push pass	By the end of the sub strands, the learner should be able to: <ul style="list-style-type: none"> a. practice the push pass for skill acquisition b. use drills to practice the push pass for skill masterly 	Which is the direction of the supporting foot when taking the push pass	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the digital media to watch how a push pass is taken <input type="checkbox"/> Demonstrate a push pass and get feedback from the teacher <input type="checkbox"/> practice the push pass and give each other feedback 	<ul style="list-style-type: none"> • soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 		

			<p>c. appreciate the push pass as an essential skill when playing soccer</p>		<p><input type="checkbox"/> use drills to practice the push pass</p> <p><input type="checkbox"/> create own drills and practice the push pass</p>	<p><i>Learners Bk. Pg. 72-74</i></p> <ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 52-54</i> 	
3		Soccer Passes: Push pass	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. use drills to practice the push pass for skill masterly</p> <p>b. use the push pass in playing games and observe safety</p> <p>c. appreciate the push pass as an essential skill when playing soccer</p>	<p>Which is the direction of the supporting foot when taking the push pass</p>	<p>Discuss contribution of the ‘spirit of sports value ‘Teamwork for good performance- use health or excellence</p> <p>Use push pass in playing games and observe safety</p> <p>Appreciate the push pass as an essential skill when playing soccer</p> <p>Create own drills and practice the push pass</p>	<ul style="list-style-type: none"> • soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 72-74</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 52-54</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>
4		Wall pass	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. identify the position of the players when the wall pass is take</p> <p>b. practice the wall pass for skill acquisition</p> <p>c. play minor soccer games and use the wall pass while observing safety</p> <p>d. appreciate wall pass as necessary skill in soccer</p>	<p>1. How many players are involved in a wall pass?</p> <p>2. Why does the referee award a wall pass?</p>	<p>The learner is guided individually or in groups to: Demonstrate taking of wall pass in soccer and observe the players position</p> <p><input type="checkbox"/> demonstrate the wall pass and get feedback from the teacher</p> <p><input type="checkbox"/> use drills to practice the wall pass</p> <p><input type="checkbox"/> observe the rules when taking the wall pass</p> <p><input type="checkbox"/> play minor soccer games and use the wall pass</p> <p><input type="checkbox"/> observe safety while playing the minor soccer game</p>	<ul style="list-style-type: none"> • soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 74-77</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 54-55</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>
5		Wall pass	<p>By the end of the sub strands, the learner should be able to:</p> <p>a. practice the wall pass for skill acquisition</p> <p>b. use drills to practice the wall pass for skill masterly</p> <p>c. play minor soccer games and use the wall pass while observing safety</p>	<p>1. How many players are involved in a wall pass?</p> <p>2. Why does the referee award a wall pass?</p>	<p>The learner is guided individually or in groups to: Watch a taking of wall pass in soccer and observe the players position demonstrate the wall pass and get feedback from the teacher</p> <p><input type="checkbox"/> use drills to practice the wall pass</p>	<ul style="list-style-type: none"> • soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>

			d. appreciate wall pass as necessary skill in soccer		Observe the rules when taking the wall pass Play minor soccer games and use the wall pass Observe safety while playing the minor soccer game	<i>Learners Bk. Pg. 74-77</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 54-55</i>	
4	1	Outside of the foot pass	By the end of the sub strands, the learner should be able to: a. identify the part of the body called Outside of the foot for body awareness b. practice passing the ball using the Outside of the foot to enhance learning c. play modified soccer games for fun and enjoyment while observing safety d. Appreciate passing the ball using the Outside of the foot in soccer	Which other parts of the body can be used to pass the ball in soccer?	The learner is guided individually or in groups to: <input type="checkbox"/> Interact with technology to identify the part of the body called Outside of the foot <input type="checkbox"/> demonstrate passing the ball using the Outside of the foot and get feedback from the teacher <input type="checkbox"/> discuss the ‘spirit of sports value’ fair play in competitions <input type="checkbox"/> play modified soccer games for fun and enjoyment while observing safety <input type="checkbox"/> Appreciate passing the ball using the Outside of the foot in soccer	• soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 77-79</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 56-58</i>	a) Observation checklists b) Portfolio c) Progress reports
	2	Outside of the foot pass	By the end of the sub strands, the learner should be able to: a. practice passing the ball using the Outside of the foot to enhance learning b. use drills to practice passing the ball using the Outside of the foot for skill masterly c. play modified soccer games for fun and enjoyment while observing safety d. Appreciate passing the ball using the Outside of the foot in soccer	Which other parts of the body can be used to pass the ball in soccer?	The learner is guided individually or in groups to: demonstrate passing the ball using the Outside of the foot and get feedback from the teacher use drills to practice passing the ball using the Outside of the foot for skill masterly discuss ‘spirit of sports value’ fair play in competitions play modified soccer games for fun and enjoyment while observing safety demonstrate passing the ball using the Outside of the foot in soccer	• soccer balls • whistle • field of play • video clip • a chart of push passes • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 77-79</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 56-58</i>	a) Observation checklists b) Portfolio c) Progress reports
	3	BALL GAMES: VOLLEYBALL: facility, equipment and positioning	By the end of the sub strand, the learner should be able to: a. draw the volleyball field of play for field orientation	1. What is recreational volleyball?	The learner is guided individually or in groups to: <input type="checkbox"/> interact with technology to view the volleyball field of play and positioning	• volleyball posts • volleyball net • volleyball field	a) Observation checklists b) Portfolio c) Progress reports

			<p>b. position the volleyball players at the start of game</p> <p>c. play games for enjoyment and observe safety</p>	<p>2. How many types of volleyball game are there?</p> <p>Which safety measure do you need to observe when playing volleyball game?</p>	<p>of players at the start of game</p> <p><input type="checkbox"/> use provided sketches or internet to draw the volleyball field of play</p> <p><input type="checkbox"/> interact with technology to identify the equipment used in volleyball game</p> <p><input type="checkbox"/> play games for enjoyment while observing safety</p>	<ul style="list-style-type: none"> tape measure ash or sand <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 80-82</i> <i>Spotlight P.H.E Grade 5 TG Pg. 58-59</i> 		
4		BALL GAMES: VOLLEYBALL: facility, equipment and positioning	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. position the volleyball players at the start of game</p> <p>b. identify the equipment used in playing volleyball game for familiarization</p> <p>c. play games for enjoyment and observe safety</p>	<p>1. What is recreational volleyball?</p> <p>2. How many types of volleyball game are there?</p> <p>Which safety measure do you need to observe when playing volleyball game?</p>	<p>The learner is guided individually or in groups to: interact with technology to view the volleyball field of play and positioning of players at the start of game use provided sketches or internet to draw the volleyball field of play interact with technology to identify the equipment used in volleyball game play games for enjoyment while observing safety</p>	<ul style="list-style-type: none"> volleyball posts volleyball net volleyball field tape measure ash or sand <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 80-82</i> <i>Spotlight P.H.E Grade 5 TG Pg. 58-59</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
5		Improvising the volleyball equipment	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. identify and gather locally available materials for improvising the volleyball equipment</p> <p>b. creatively improvise age appropriate volleyball equipment</p> <p>c. dispose waste appropriately after improvisation for environmental care</p> <p>d. observe safety when improvising the volleyball equipment to avoid injuries</p>	<p>Which locally available materials are suitable for making the volleyball equipment?</p> <p>Which volleyball equipment can be improvised?</p>	<p>The learner is guided individually or in groups to:</p> <p><input type="checkbox"/> learners interact with digital technology to find out o the volleyball equipment (net and uprights)</p> <p>learners identify and gather locally available materials that can be used to improvise a durable volleyball net and posts</p> <p><input type="checkbox"/> creatively improvise an age appropriate discus</p> <p><input type="checkbox"/> clean the working area and dispose waste appropriately</p> <p><input type="checkbox"/> play games using improvised discus and observe safety</p>	<ul style="list-style-type: none"> wood posts sisal twine nylon threads tattered old clothes <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 82-84</i> <i>Spotlight P.H.E Grade 5 TG Pg. 60-61</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
5	1	Improvising the volleyball equipment	<p>By the end of the sub strand, the learner should be able to:</p>	<p>Which locally available materials are suitable for</p>	<p>The learner is guided individually or in groups to:</p> <p>Learners interact with</p>	<ul style="list-style-type: none"> wood posts sisal twine nylon threads 	<p>a) Observation checklists</p> <p>b) Portfolio</p>	

				<p>a. identify and gather locally available materials for improvising the volleyball equipment</p> <p>b. creatively improvise age appropriate volleyball equipment</p> <p>c. dispose waste appropriately after improvisation for environmental care</p> <p>d. observe safety when improvising the volleyball equipment to avoid injuries</p>	<p>making the volleyball equipment?</p> <p>Which volleyball equipment can be improvised?</p>	<p>technology to find out o the volleyball equipment (net and uprights)</p> <p>learners identify and gather locally available materials that can be used to improvise a durable volleyball net and posts</p> <p>creatively improvise an age appropriate discuss n the working area and dispose waste appropriately</p> <p>play games using improvised discuss and observe safety</p>	<ul style="list-style-type: none"> tattered old clothes <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 82-84</i> <i>Spotlight P.H.E Grade 5 TG Pg. 60-61</i> 	c) Progress reports	
2		Improvising the volleyball equipment	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. identify and gather locally available materials for improvising the volleyball equipment</p> <p>b. creatively improvise age appropriate volleyball equipment</p> <p>c. dispose waste appropriately after improvisation for environmental care</p> <p>d. observe safety when improvising the volleyball equipment to avoid injuries</p>	<p>Which locally available materials are suitable for making the volleyball equipment?</p> <p>Which volleyball equipment can be improvised?</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> □ learners interact with digital technology to find out o the volleyball equipment (net and uprights) <p>rs identify and gather locally available materials that can be used to improvise a durable volleyball net and posts an age appropriate discuss n the working area and dispose waste appropriately</p> <ul style="list-style-type: none"> □ play games using improvised discuss and observe safety 	<ul style="list-style-type: none"> wood posts sisal twine nylon threads tattered old clothes <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 82-84</i> <i>Spotlight P.H.E Grade 5 TG Pg. 60-61</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>		
3		Under arm serve	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. practice the stance, toss and under arm serve in volleyball for skill acquisition</p> <p>b. use drills to practice the stance, toss and under arm serve for skill mastery</p> <p>c. play games for enjoyment and observe safety</p>	<p>How will skills in volleyball be helpful in everyday life?</p> <p>Where do you stand when serving the ball in the game of volleyball?</p>	<p>The learner is guided individually or in groups to:</p> <p>Interact with technology to watch a video clip on the under-arm service and observe the stance, toss and the service</p> <p>Demonstrate the stance, toss and under arm serve in and get feedback from the teacher</p> <p>practice the stance, toss and under arm serve and give each other feedback</p>	<ul style="list-style-type: none"> volleyball net posts whistle a sketch or chart <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 84-85</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>		

						<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 61-63</i> 		
4		Under arm serve	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice the stance, toss and under arm serve in volleyball for skill acquisition use drills to practice the stance, toss and under arm serve for skill masterly play games for enjoyment and observe safety 	<p>How will skills in volleyball be helpful in everyday life?</p> <p>Where do you stand when serving the ball in the game of volleyball?</p>	<input type="checkbox"/> use drills to practice the stance, toss and under arm serve <input type="checkbox"/> use provided checklist to give each other feedback when practicing the stance, <input type="checkbox"/> toss and underarm serve <input type="checkbox"/> play games and observe safety	<ul style="list-style-type: none"> • volleyball • net • posts • whistle • a sketch or chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 84-85</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 61-63</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
5		The dig	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice the stance and the dig for skill acquisition use drills to practice the stance and the dig for skill masterly play games for and enjoyment observe safety appreciate the Two hands dig pass in volleyball as a skill 	<p>How else can the volleyball ball be received other than with hands?</p> <p>How do you stand when receiving the ball using the dig?</p>	<p>The learner is guided individually or in groups to:</p> <p>Interact with technology to watch a video on the dig pass and observe the stance and the hand formation</p> <p>Demonstrate the stance and dig pass and get feedback from the teacher</p> <p>Practice the stance and the dig pass and give each other feedback</p>	<ul style="list-style-type: none"> • volleyball • net • posts • whistle • a sketch or chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 86-87</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 63-64</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
6	1	The dig	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice the stance and the dig for skill acquisition use drills to practice the stance and the dig for skill masterly play games for and enjoyment observe safety appreciate the Two hands dig pass in volleyball as a skill 	<p>How else can the volleyball ball be received other than with hands?</p> <p>How do you stand when receiving the ball using the dig?</p>	<input type="checkbox"/> use drills to practice the stance and the dig pass <input type="checkbox"/> use provided checklist to give each other feedback when practicing the stance and the dig pass play games for enjoyment and observe safety	<ul style="list-style-type: none"> • volleyball • net • posts • whistle • a sketch or chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 86-87</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 63-64</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	

2		The Volley	By the end of the sub strand, the learner should be able to: a. practice the volley for skill acquisition b. play games for and enjoyment observe safety c. appreciate the volley as a skill in playing volleyball as a skill	Where can you play the volleyball game?	The learner is guided individually or in groups to: Interact with technology to watch a video on the volley and observe the placement of hands and the stance when volleying he volley and get feedback from the teacher demonstrate the volley and give each other feedback <input type="checkbox"/> use drills to practice the volley use provided checklist to give each other feedback when practicing the volley <input type="checkbox"/> play games for enjoyment and observe safety	<ul style="list-style-type: none"> • volleyball • net • posts • whistle • a sketch or chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 88-91</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 65-67</i> 	a) Observation checklists b) Portfolio c) Progress reports	
3		The Volley	By the end of the sub strand, the learner should be able to: a. use drills to practice the volley for skill masterly b. play games for and enjoyment observe safety c. appreciate the volley as a skill in playing volleyball as a skill	Where can you play the volleyball game?	The learner is guided individually or in groups to: <input type="checkbox"/> use technology to watch a video on the volley and observe the placement of hands and the stance when volleying <input type="checkbox"/> demonstrate the volley and get feedback from the teacher <input type="checkbox"/> practice the volley and give each other feedback <input type="checkbox"/> use drills to practice the volley <input type="checkbox"/> use provided checklist to give each other feedback when practicing the volley <input type="checkbox"/> play games for enjoyment and observe safety	<ul style="list-style-type: none"> • volleyball • net • posts • whistle • a sketch or chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 88-91</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 65-67</i> 	a) Observation checklists b) Portfolio c) Progress reports	
4		KABADDI GAME: Facility and position of players	By the end of the sub strand, the learner should be able to: a. familiarize with the Kabaddi field of play for field orientation b. position the kabaddi players in the field before start of game to enhance learning c. Play game for fun and enjoyment	1. which other game resembles kabaddi 2. How many players play kabaddi game what is the length and width of Kabaddi field of play?	The learner is guided individually or in groups to: Interact with technology to observe the kabaddi field of play Position the players on the field before start of game <input type="checkbox"/> Play game for fun and enjoyment	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device 	a) Observation checklists b) Portfolio c) Progress reports	

				d. appreciate the kabaddi field as an essential facility for playing the games			<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 91-93</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 67-69</i> 		
5		Entry	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. define the term entry as used in kabaddi game to enhance learning b. demonstrate entry techniques for skill acquisition c. use drills to practice entry when playing kabaddi d. appreciate entry as essential in playing the kabaddi game 	<ol style="list-style-type: none"> 1. What is entry 2. How is entry made in Kabaddi game? 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> <input type="checkbox"/> define the term entry as used in kabaddi <input type="checkbox"/> Interact with technology to observe the entry technique in kabaddi game <input type="checkbox"/> demonstrate entry techniques in the game <input type="checkbox"/> use drill to practice entry in kabaddi game <input type="checkbox"/> observe rules of entry in kabaddi game 	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 93-95</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 69-71</i> 	a) Observation checklists b) Portfolio c) Progress reports		
7	1	Footwork	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. define the term footwork as used in kabaddi to enhance learning b. demonstrate footwork for skill acquisition c. observe rules for successful footwork in kabaddi gam d. appreciate footwork as essential in playing kabaddi game 	<ol style="list-style-type: none"> 1. Which ballgames apply footwork? 2. What factors contribute to proper footwork? 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> Interact with technology to find out the term footwork in Kabaddi game Interact with technology to find out the application of footwork in Kabaddi game <input type="checkbox"/> demonstrate footwork in Kabaddi game learners in groups, practice footwork drills in Kabaddi game observe rules for successful footwork in kabaddi game 	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 95-97</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 71-72</i> 	a) Observation checklists b) Portfolio c) Progress reports		
2		Footwork	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. demonstrate footwork for skill acquisition 	1. Which ballgames apply footwork?	The learner is guided individually or in groups to:	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure 	a) Observation checklists b) Portfolio		

			<p>b. use drills to practice footwork when playing kabaddi game</p> <p>c. observe rules for successful footwork in kabaddi gam</p> <p>d. appreciate footwork as essential in playing kabaddi game</p>	2. What factors contribute to proper footwork?	<input type="checkbox"/> Interact with technology to find out the term footwork in Kabaddi game <input type="checkbox"/> Interact with technology to find out the application of footwork in Kabaddi game <input type="checkbox"/> demonstrate footwork in Kabaddi game <input type="checkbox"/> Learners in groups, practice footwork drills in Kabaddi game <input type="checkbox"/> observe rules for successful footwork in kabaddi game	<ul style="list-style-type: none"> • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 95-97</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 71-72</i> 	c) Progress reports	
3		Legal touches	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. define the terms legal touches in kabaddi to enhance learning</p> <p>b. play small sided Kabaddi games for enjoyment and practicing legal touches.</p> <p>c. appreciate legal touches as essential in playing Kabaddi game</p>	How is foot touch performed?	The learner is guided individually or in groups to: interact with technology to find out which are the legal touches in kabaddi learners to practice legal touches in kabaddi play small sided Kabaddi games and observe safety	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 97-99</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 73-74</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
4		Legal touches	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. outline the legal touches in kabaddi for use by the raider</p> <p>b. use drills to practice legal touches in kabaddi</p> <p>c. play small sided Kabaddi games for enjoyment and practicing legal touches.</p> <p>d. appreciate legal touches as essential in playing Kabaddi game</p>	How is foot touch performed?	The learner is guided individually or in groups to: <ul style="list-style-type: none"> <input type="checkbox"/> interact with technology to find out which are the legal touches in kabaddi <input type="checkbox"/> use drills to practice legal touches in kabaddi small sided Kabaddi games and observe safety	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 97-99</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

							<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 73-74</i> 		
	5		Legal touches	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> outline the legal touches in kabaddi for use by the raider use drills to practice legal touches in kabaddi play small sided Kabaddi games for enjoyment and practicing legal touches. appreciate legal touches as essential in playing Kabaddi game 	<p>How is foot touch performed?</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> • use technology to find out which are the legal touches in kabaddi • use drills to practice legal touches in kabaddi • play small sided Kabaddi games and observe safety 	<ul style="list-style-type: none"> • Kabaddi field • Ash • Tape measure • Proper clothing • A chart showing Kabaddi • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 97-99</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 73-74</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
8	1		Cant	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice the ‘Cant’ in Kabaddi for skill acquisition use drills to practice the ‘Cant’ for skill masterly play small kabaddi games for enjoyment 	<p>How is ‘cant’ used in Kabaddi game?</p> <p>When does cant end in Kabadi game?</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the Cant and get feedback from the teacher <input type="checkbox"/> practice the ‘Cant’ and give each other feedback <input type="checkbox"/> use drills to practice the ‘Cant’ <input type="checkbox"/> play small kabaddi games for enjoyment 	<ul style="list-style-type: none"> • Kabadi field of play • Digital device • Proper clothing • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 99-101</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 75-76</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
	2		Raiding	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the terms raider in kabaddi to enhance learning outline the role of the raider in Kabaddi practice raiding in Kabaddi game play Kabaddi game for enjoyment and observe safety 	<p>How can playing Kabaddi improve physical fitness?</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> • use technology to find out the term raider in Kabaddi game <input type="checkbox"/> discuss the raiders role in Kabaddi • play Kabaddi and get feedback from the teacher <input type="checkbox"/> use drills to practice Kabaddi 	<ul style="list-style-type: none"> • Kabadi field of play • Digital device • Proper clothing • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 101-104</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 76-77</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	

				e. appreciate Kabaddi game for leisure and healthy living		the Kabaddi game for enjoyment and observe safety			
3		TAG RUGBY: Facility and Equipment	By the end of the sub strand, the learner should be able to: a. familiarize with the tag rugby field for field orientation b. Identify the different equipment used in tag rugby. c. select and gather suitable materials for making tags d. creatively make tags for use in playing tag rugby	1. Which locally available materials can be used to make tags for use when playing tag games? 2. Which other game has the same name as Tag rugby?	The learner is guided individually or in groups to: <input type="checkbox"/> interact with technology to familiarize with the tag rugby field <input type="checkbox"/> interact with technology to observe the tags used in tag rugby game <input type="checkbox"/> gather suitable materials and make tags <input type="checkbox"/> interact with technology to observe the equipment used in tag rugby.	<ul style="list-style-type: none"> Field of play Rugby balls Tags Chart <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 105-106</i> <i>Spotlight P.H.E Grade 5 TG Pg. 78-79</i> 	a) Observation checklists b) Portfolio c) Progress reports		
4		TAG RUGBY: Facility and Equipment	By the end of the sub strand, the learner should be able to: a. familiarize with the tag rugby field for field orientation b. Identify the different equipment used in tag rugby. c. select and gather suitable materials for making tags d. creatively make tags for use in playing tag rugby	1. Which locally available materials can be used to make tags for use when playing tag games? 2. Which other game has the same name as Tag rugby?	The learner is guided individually or in groups to: Interact with technology familiarize with the tag rugby field interact with technology to observe the tags used in tag rugby game gather suitable materials and make tags interact with technology to observe the equipment used in tag rugby.	<ul style="list-style-type: none"> Field of play Rugby balls Tags Chart <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 105-106</i> <i>Spotlight P.H.E Grade 5 TG Pg. 78-79</i> 	a) Observation checklists b) Portfolio c) Progress reports		
5		TAG RUGBY: Facility and Equipment	By the end of the sub strand, the learner should be able to: a. familiarize with the tag rugby field for field orientation b. Identify the different equipment used in tag rugby. c. select and gather suitable materials for making tags d. creatively make tags for use in playing tag rugby	1. Which locally available materials can be used to make tags for use when playing tag games? 2. Which other game has the same name as Tag rugby?	The learner is guided individually or in groups to: <input type="checkbox"/> interact with technology to familiarize with the tag rugby field <input type="checkbox"/> interact with technology to observe the tags used in tag rugby game <input type="checkbox"/> gather suitable materials and make tags <input type="checkbox"/> interact with technology to observe the equipment used in tag rugby.	<ul style="list-style-type: none"> Field of play Rugby balls Tags Chart <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 105-106</i> <i>Spotlight P.H.E Grade 5 TG Pg. 78-79</i> 	a) Observation checklists b) Portfolio c) Progress reports		
9	1	Passing and ball carriage	By the end of the sub strand, the learner should be able to:	1. Why is it important to use the	The learner is guided individually or in groups to:	<ul style="list-style-type: none"> Field of play Rugby balls 	a) Observation checklists		

			<ul style="list-style-type: none"> a. practice the lateral pass and ball carriage for skill acquisition b. use drills to practice the lateral pass and ball carriage for accuracy c. play games for enjoyment and observe safety in using the lateral pass and ball carriage d. appreciate the lateral pass and ball carriage as skills in tag rugby 	<p>lateral pass in Tag rugby? 2. How should the ball be carried in tag rugby?</p>	<p>Interactt digital devices to watch the ball carriage and lateral pass in tag rugby Se drills to practice the ball carriage and lateral pass Observe safety when using practicing the ball carriage and lateral pass <input type="checkbox"/> play games for enjoyment and observe safety</p>	<ul style="list-style-type: none"> • Tags • Chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 107-109</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 79-81</i> 	<p>b) Portfolio c) Progress reports</p>
2		Passing and ball carriage	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice the lateral pass and ball carriage for skill acquisition b. use drills to practice the lateral pass and ball carriage for accuracy c. play games for enjoyment and observe safety in using the lateral pass and ball carriage d. appreciate the lateral pass and ball carriage as skills in tag rugby 	<p>1. Why is it important to use the lateral pass in Tag rugby? 2. How should the ball be carried in tag rugby?</p>	<p>The learner is guided individually or in groups to: <input type="checkbox"/> interact digital devices to watch the ball carriage and lateral pass in tag rugby use drills to practice the ball carriage and lateral pass observe safety when using practicing the ball carriage and lateral pass <input type="checkbox"/> play games for enjoyment and observe safety</p>	<ul style="list-style-type: none"> • Field of play • Rugby balls • Tags • Chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 107-109</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 79-81</i> 	<p>a) Observation checklists b) Portfolio c) Progress reports</p>
3		Running	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice running technique in tag rugby for skill acquisition b. use drills to practice the run to avoid being tagged c. Discuss essential team work tactics that make tag rugby interesting. d. play tag rugby and observe the rules 	<p>1. Why is running important in Tag rugby? 2. Why is it important to learn the correct passing technique in Tag rugby? 3. How can teamwork help a team to be successful?</p>	<p>The learner is guided individually or in groups to: practice running technique in tag rugby and get feedback from the teacher learners to practice the run and give each other feedback discuss the essential team work tactics in tag rugby play tag rugby and observe the rules</p>	<ul style="list-style-type: none"> • Field of play • Rugby balls • Tags • Chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 109-110</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 81-82</i> 	<p>a) Observation checklists b) Portfolio c) Progress reports</p>
4		Tagging and offside rule	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice tagging technique and observe the offside rule 	<p>Which other tagging games are there?</p>	<p>The learner is guided individually or in groups to: <input type="checkbox"/> interact with technology to watch a tag rugby game and</p>	<ul style="list-style-type: none"> • Field of play • Rugby balls • Tags • Chart 	<p>a) Observation checklists b) Portfolio c) Progress reports</p>

				<ul style="list-style-type: none"> b. use drills to practice the tag rugby for skill masterly c. play games and observe safety when tagging to avoid injuries d. appreciate running as an essential skill in Tag rugby 		<p>observe the tagging technique and offside rule</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate tagging technique and get feedback from the teacher <p>and give each other feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> play games and observe safety to avoid injuries 	<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 111-114</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 83-84</i> 		
5		Tagging and offside rule	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice tagging technique and observe the offside rule b. use drills to practice the tag rugby for skill masterly c. play games and observe safety when tagging to avoid injuries d. appreciate running as an essential skill in Tag rugby 	Which other tagging games are there?	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> act with technology to watch a tag rugby game and observe the tagging technique and offside rule <input type="checkbox"/> demonstrate tagging technique and get feedback from the teacher <p>use drills to practice tagging and give each other feedback</p> <p>play games and observe safety to avoid injuries</p>	<ul style="list-style-type: none"> • Field of play • Rugby balls • Tags • Chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 111-114</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 83-84</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 		
10	1		Scoring	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. discuss the scoring system in tag rugby b. practice scoring in tag rugby to enhance learning c. use drills to practice scoring in tag rugby for skill masterly d. observe safety when scoring in tag rugby to avoid injuries e. appreciate scoring as an essential in Tag rugby 	Why is scoring important in games?	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss the scoring system in tag rugby <input type="checkbox"/> practice scoring in tag rugby and get feedback from the teacher <input type="checkbox"/> use drills to practice scoring in tag rugby <input type="checkbox"/> observe safety when scoring in tag rugby 	<ul style="list-style-type: none"> • Field of play • Rugby balls • Tags • Chart • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 114-117</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 84-86</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	
2	OPTIONAL GAMES: Frisbee	Two handed rim catch	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Practice the Two-handed rim catch in Frisbee for skill acquisition b. observe safety when using the Two handed rim catch in Frisbee for safety to be safe 	How else can you catch the disc in Frisbee?	<p>The learner is guided individually or in groups to:</p> <p>Interact with technology to watch a game of Frisbee and observe the two-handed rim catch</p> <p>demonstrate the two-handed rim catch and get feedback from the teacher</p>	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 		

			<ul style="list-style-type: none"> c. play games for fun and enjoyment d. appreciate the two-handed rim catch in Frisbee as a skill 		<p>In pairs practice the two-handed rim catch and give each other feedback Use drills to practice the two-handed rim catch in Frisbee Play games for fun and enjoyment</p>	<p><i>Learners Bk. Pg. 117-119</i></p> <ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 87-89</i> 		
3		Two handed rim catch	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Practice the Two-handed rim catch in Frisbee for skill acquisition b. observe safety when using the Two handed rim catch in Frisbee for safety to be safe c. play games for fun and enjoyment d. appreciate the two-handed rim catch in Frisbee as a skill 	How else can you catch the disc in Frisbee?	<p>The learner is guided individually or in groups to: Interact with technology to watch a game of Frisbee and observe the two-handed rim catch</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the two-handed rim catch and get feedback from the teacher <input type="checkbox"/> in pairs practice the two-handed rim catch and give each other feedback <input type="checkbox"/> use drills to practice the two-handed rim catch in Frisbee <input type="checkbox"/> play Frisbee games for fun and enjoyment 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 117-119</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 87-89</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	
4		Cutting Frisbee	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice cutting in Frisbee for skill acquisition b. use drills to practice cutting in Frisbee c. play games for fun and enjoyment d. appreciate cutting as an essential skill in Frisbee 	which other skills resemble cutting in Frisbee	<p>The learner is guided individually or in groups to: Interact technology to watch a game of Frisbee and observe cutting practice cutting and get feedback from the teacher use drills to practice play games for fun and enjoyment</p>	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 120-121</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 89-90</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	
5		Cutting Frisbee	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. practice cutting in Frisbee for skill acquisition b. use drills to practice cutting in Frisbee c. play games for fun and enjoyment 	which other skills resemble cutting in Frisbee	<p>The learner is guided individually or in groups to: Interact technology to watch a game of Frisbee and observe cutting practice cutting and get feedback from the teacher use drills to practice</p>	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	

				d. appreciate cutting as an essential skill in Frisbee		Play games for fun and enjoyment	<i>Learners Bk. Pg. 120-121</i> <ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 89-90</i> 	
11	1		Marking in Frisbee	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> practice marking in Frisbee for skill acquisition observe safety when marking in Frisbee to avoids injuries play games for fun and enjoyment appreciate marking in Frisbee 	Where else is the skill marking used?	The learner is guided individually or in groups to: <ul style="list-style-type: none"> Interact technology to watch a game of Frisbee and observemarking Practice marking and get feedback from the teacher Use drills to practice marking and give each other feedback Play games for fun and enjoyment 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 122-124</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 89-90</i> 	a) Observation checklists b) Portfolio c) Progress reports
	2		Marking in Frisbee	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> practice marking in Frisbee for skill acquisition observe safety when marking in Frisbee to avoids injuries play games for fun and enjoyment appreciate marking in Frisbee 	Where else is the skill marking used?	The learner is guided individually or in groups to: <ul style="list-style-type: none"> Interact with technology to watch a game of Frisbee and observemarking <input type="checkbox"/> practice marking and get feedback from the teacher <input type="checkbox"/> use drills to practice marking and give each other feedback <input type="checkbox"/> play Frisbee games for fun and enjoyment 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 122-124</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 89-90</i> 	a) Observation checklists b) Portfolio c) Progress reports
	3		Pivoting in Frisbee	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> practice pivoting in Frisbee for skill acquisition use drills to practice pivoting in Frisbee observe safety when pivoting in Frisbee to avoids injuries play games for fun and enjoyment 	Which other game uses the pivot skill?	The learner is guided individually or in groups to: <ul style="list-style-type: none"> Interact with technology to watch a game of Frisbee and observepivoting practice pivoting and get feedback from the teacher use drills to practice pivoting and give each other feedback play Frisbee games for fun and enjoyment 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 125-126</i> 	a) Observation checklists b) Portfolio c) Progress reports

			e. appreciate the marking as a skill in Frisbee				<ul style="list-style-type: none"> • <i>Spotlight P.H.E Grade 5 TG Pg. 92-94</i> 	
4		Pivoting in Frisbee	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice pivoting in Frisbee for skill acquisition use drills to practice pivoting in Frisbee observe safety when pivoting in Frisbee to avoid injuries play games for fun and enjoyment appreciate the marking as a skill in Frisbee 	Which other game uses the pivot skill?	<p>The learner is guided individually or in groups to:</p> <p>Interact with technology to watch a game of Frisbee and observe pivoting</p> <ul style="list-style-type: none"> <input type="checkbox"/> practice pivoting and get feedback from the teacher <input type="checkbox"/> use drills to practice pivoting and give each other feedback <input type="checkbox"/> play Frisbee games for fun and enjoyment 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 125-126</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 92-94</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
5		Spirit of the game	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the term ‘spirit of the game’ in Frisbee play a Frisbee game and use the spirit of the game to officiating discuss how to measure the ‘spirit of the game’ in Frisbee apply the acronym B.E.C.A.L.M in a Frisbee game situation 	what is the importance of the ‘Spirit of the game’?	<p>The learner is guided individually or in groups to:</p> <p>interact with technology to find out the meaning of the term ‘spirit of the game’ in Frisbee</p> <p>practice frisbee game and use the spirit of game for officiating</p> <p>illustrate how to measure ‘spirit of the game’ in Frisbee</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss the importance of B.E.C.A.L.M in a Frisbee game situation 	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 127-129</i> • <i>Spotlight P.H.E Grade 5 TG Pg.</i> • 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	