

# CPS

## Primary Physical Education

New  
Curriculum

### **ECD A** **Physical Education** Teacher's Guide



ECD A

Musiyiwa J

Ncube S.B

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## **ECD A** **Physical Education**

Teacher's Guide

Musiyiwa J Ncube S.B Nyakuno J

**CPS** | CONSULTUS  
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## **ECD A Physical Education - Teacher's Guide**

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## **Guidelines on how to use the book**

The book is written in line with the revised curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022). It is logically and sequentially arranged to help the teacher effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum. The book tallies very well with both the learner's book and workbook. It empowers the teacher with skills and expertise of teaching the subject areas. The book's layout lessens the teacher's burden in the execution of lessons as everything is clearly spelt out. The book gives room to the teacher to collect materials for the lessons. It highly involves learners as it employs learner-centred methodologies.

The book has assessment activities at the end of each chapter to guide the teacher in assessment of the learners' progress.

This Physical Education Teachers' Guide is complemented by an interesting Learner's Book and an exciting Learner's Workbook.

### **Structure of the book**

1. Weekly aims of the lessons
2. Suggested learning materials
3. Lesson objectives
4. Lesson development
5. Assessment of the weekly lessons

A well thought out book for teachers. Enjoy your work and activities with this fabulous helper.

# CHAPTER 1 Human body

## Aims

To help learners:

- develop an awareness of different body parts and their functions
- develop aesthetic beauty in motion

### Source of matter:

Infant Physical Education Syllabus pages 5 and 9

### Suggested learning materials:

**Monday:** chart with pictures of different body parts

**Tuesday:** tails, whistle

**Thursday:** chart with pictures of children throwing and catching balls, balls

**Friday:** beginners' pencils

## Monday

### Topic: Body parts

#### Objectives

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

- a) identify parts of the human body
- b) name different body parts shown on pictures

#### Skills to be developed:

- Reading
- Identifying
- Naming

#### Learning activities:

1. Teacher displays a chart with pictures of different body parts.
2. Learners observe the picture and name the different body parts.
3. In the learner's reader on page 1, learners read pictures of different body parts and identify them.
4. As a conclusion, learners name the

body parts they read in their text book.

## Tuesday

### Topic: Brisk walking

#### Objectives

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

- a) move from one point to the other under a given instruction
- b) walk in any direction with contrasting qualities

#### Skills to be developed:

- Jogging
- Walking briskly

#### Learning activities:

1. Teacher asks learners to jog around the marked area as warm up.
2. Learners jog around the marked area and stop at the blow of a whistle.
3. Teacher introduces the tail game and in pairs, learners run after each other to pluck the tail of their partner.
4. Teacher then demonstrates the brisk walks (walking on whole foot at a pace that is sufficient to raise heartbeat) as learners watch.
5. Learners make some brisk walks around the marked area making sure all body parts are making some movements.

6. As cool down, learners make some cat walks and finally sit on the ground.

b) receive an object from a partner with both hands

## Wednesday

### Topic: Solo balances

#### Objectives

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

- a) balance on different points
- b) transfer and bear weight

#### Skills to be developed:

- Balancing

#### Learning activities:

1. Learners stretch their body muscles as warm up. They stretch their neck, arms, legs and waist being led by the teacher.
2. Teacher explains to the learners a one point balance and demonstrates balancing on one leg as learners observe.
3. Learners practice the balance with the teacher's assistance.
4. Teacher asks learners to explore other one point balances.
5. In a game situation, learners play the cock fight.
6. As cool down, learners walk freely and slowly around the marked area.

## Thursday

### Topic: Throwing and catching

#### Objectives

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

- a) send an object to a partner correctly

#### Skills to be developed:

- Reading
- Throwing
- Catching

#### Learning activities:

1. Learners read pictures of children throwing and catching balls from a chart.
2. Learners talk about the pictures to each other.
3. Learners discuss the body parts that are most active in the throwing and catching game.
4. Teacher demonstrates the throwing and catching as learners observe.
5. Learners as individuals practise the skills with the teacher's help.
6. Learners cool down by walking slowly around the marked area.

## Friday

### Topic: Body parts

#### Objectives

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

- a) identify different body parts
- b) name body parts shown on images

#### Skills to be developed:

- Identifying
- Colouring

#### Learning activities:

1. In the learner's work book on page 1, learners identify body parts shown in the dotted drawing of a boy.

2. Learners complete the drawing by joining the dotted lines.
3. Learners colour the identified body parts.
4. Learners show each other their finished work as a way of displaying their work.

**Assessment**

Name of learner	Are learners able to identify different body parts?	Are learners able to read pictures of different body parts?	Are learners able to demonstrate different activities done by different body parts?	Are learners able to pluck each other's tails?	Are learners able to make some brisk walks around the marked area?	Are learners able to balance on one point?	Are learners able to explore other one point balances?	Are learners able to throw balls to each other and catch?
Mary								
John								
Saul								

# CHAPTER 2 Body parts

## Aims

To help learners:

- acquire confidence and self esteem
- develop a sense of self awareness

### Source of matter:

Infant Physical Education Syllabus pages 5 and 9

### Suggested learning materials:

**Monday:** chart with human body parts

**Wednesday:** beginners' pencils, crayons

**Thursday:** picture showing free jumping

## Monday

### Topic: Body parts

### Objectives

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

- a) identify external body parts
- b) name external body parts

### Skills to be developed:

- Naming/signing
- Reading

### Learning activities:

1. Learners observe the displayed chart with different human body parts.
2. Learners name the different body parts on the chart.
3. Learners name and touch the body parts.
4. In the learner's reader on page 2, learners read pictures of body parts.
5. Learners state the function of each

body part identified and named.

6. Learners demonstrate the function of each body part named, for example, leg-walking, hand-picking, eye - seeing.

## Tuesday

### Topic: Light quality movements

### Objectives:

By the end of the lesson, the learner should be able to: jog around the marked area

- a) move from point A to B with light contrasting qualities

### Skills to be developed:

- Jogging
- Light walking

### Learning activities

1. Learners jog around the marked area.
2. Teacher explains that there are movements that are light and demonstrates the cat walks.
3. Learners follow teacher's demonstrations in making light walks.
4. In pairs, they make the light walks.
5. As cool down, learners jog lightly on one place.

## Wednesday:

### Topic: Body parts

#### Objectives

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

- a) identify body parts
- b) draw an image of a human body

#### Skills to be developed:

- Drawing
- Naming
- Colouring

#### Learning activities:

1. Learners talk about the body parts they know and the tasks they perform.
2. In the learner's workbook on page 2, learners draw pictures of a human body clearly showing the different body parts.
3. Learners identify the body parts on the human body they have drawn.
4. Learners colour their drawings.

## Thursday

### Topic: Free jumping

#### Objectives:

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

- a) stretch leg and waist muscles
- b) jump freely

#### Skills to be developed:

- Stretching
- Jumping

#### Learning activities:

1. As warm up, teacher engages learners in muscle stretches.
2. Teacher demonstrates stretching

of back leg muscles and waist twisting.

3. Learners imitate the teacher.
4. Learners observe a picture on free jumping.
5. Teacher demonstrates a free jump and asks learners to practise the jump.
6. Learners in pairs observe each other performing the free jumps.
7. As conclusion, teacher asks a pair to demonstrate a free jump before the class.
8. As cooling down, learners relax, discuss the body parts that were most active in the jumps, while sitting on the ground.

## Friday:

### Topic: Athletic skills

#### Objectives

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

- a) demonstrate proper running skills
- b) jump horizontally for distance
- c) hop maintaining balance

#### Skills to be developed:

- Listening
- Running
- Jumping
- Walking

#### Learning activities:

1. As warm up, learners will pluck each other's tail.
2. Teacher demonstrates proper running skills.
3. Learners demonstrate proper running skills shown by the teacher.

4. Teacher demonstrates the horizontal jump and hoping.
5. Learners perform the horizontal jump.
6. Learners perform hopping maintaining balance.
7. In cooling down, learners lie on the ground on their tummies.

### Assessment

<b>Name of child</b>	<b>Are learners able to name and touch different body parts?</b>	<b>Are learners able to read pictures of different body parts?</b>	<b>Are learners able to jog around the marked area?</b>	<b>Are learners able to move in any direction in light walks?</b>	<b>Are learners able to draw the drawing of a human body showing body parts?</b>	<b>Are learners able to jump horizontally for distance?</b>	<b>Are learners able to hop maintaining balance?</b>
Rod							
Joe							
Lim							

## Aims

To help learners:

- develop a sense of fun ,enjoyment and entertainment
- develop a sense of fair play achievement and self awareness

## Source of matter:

ECD A Physical Education Syllabus  
pages 5 and 9, 12

## Suggested learning materials:

**Monday:** human model, crayons

**Tuesday:** whistle

**Wednesday:** whistle

**Thursday:** whistle

## Monday

## Topic: Body parts

## Objectives:

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

- name body parts through a rhyme
- identify body parts through a song

## Skills to be developed:

- Singing
- Colouring

## Learning activities:

- Teacher shows learners a human model and learners observe the model.
- Learners name the body parts they see.
- Teacher introduces the rhyme 'Head and shoulders' to the learners.
- Learners sing the song whilst touching the body parts.
- In the learner's work book on page 3, learners colour a drawing showing different body parts.
- Learners show each other their finished work

## Tuesday

## Topic: Locomotion

## Objectives:

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

- move from point A to point B under instruction
- walk using light and heavy contrasting movements

## Skills to be developed:

- Brisk walking
- Light walking

## Learning activities:

- Learners engage in squat jumps as warm up under the teacher's instructions.
- Teacher explains and demonstrates the heavy and light quality walks to the learners.
- Learners practise the heavy and the light walks.
- In a game like situation, learners perform the brisk walks and change to light walks when the teacher blows a whistle. Whoever fails to change sits down.
- In conclusion, as a class, learners perform the walks under given instructions.
- As cool down, learners sit on the ground for a minute.

## Wednesday

### Topic: Two points balances

#### Objectives

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

- a) balance on two points

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities:

1. Teacher engages learners in different body muscle stretches as warm up.
2. The teacher demonstrates the different stretches and the learners follow the demonstrations. Teacher assists those with challenges.
3. Teacher explains to the learners what two points balance is.
4. Teacher demonstrates the two points balance and shows learners the two points.
5. Learners practice the two points balance as individuals.
6. In conclusion, teacher asks one individual to perform the balance and the others show the two balancing points.
7. Learners perform light jogs as cooling down.

## Thursday

### Topic: Running on balls of feet

#### Objectives:

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

- a) demonstrate proper running skills

#### Skills to be developed:

- Dodging
- Reading
- Running on balls of feet

#### Learning activities:

1. In the learner's reader on page 3, learners read pictures of learners running on the balls of their feet.
2. Learners observe the part of their feet that is stepping the ground.
3. Teacher explains to the learners how to run on the balls of their feet.
4. Teacher demonstrates as learners observe.
5. Learners practise the skill as teacher gives instructions.
6. Teacher concludes by performing the run while learners observe.

## Friday

### Topic: Game skills

#### Objectives

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

- a) execute correct and safe techniques at moving body parts

#### Skills to be developed:

- Jumping
- Twisting
- Stretching

#### Learning activities:

1. In a warm up activity, learners jump and stretch their body muscles according to the teacher's instructions.
2. Teacher explains the 'If I do this ---' game to learners.
3. Teacher demonstrates the game to the learners, but executing safe techniques at moving body parts.

4. Learners in small groups play the game whilst one of them leads.
5. Learners exchange the leading.
6. As conclusion, teacher asks one group to demonstrate while others watch.

### Assessment

Name of child	Are learners able to sing the rhyme 'head and shoulders'?	Are learners able to colour a drawing showing different body parts?	Are learners able to walk from one point to another under given instruction?	Are learners able walk using both brisk and light walks in any direction?	Are learners able to perform two points balances?	Are learners able to read pictures of children running on the balls of their feet?	Are learners able to run on the balls of their feet?	Are learners able to execute safe techniques at moving body parts?
Victor								
Kelvin								
Mary								

# CHAPTER 4 Balancing and target throw

## Aims

To help learners:

- acquire team building skills, confidence and self esteem
- develop basic physical education related skills

### Source of matter:

ECD A Physical Education Syllabus pages 5 and 9

### Suggested learning materials:

**Monday:** bean bags

**Tuesday:** whistle, picture of children walking

**Wednesday:** whistle

**Thursday:** balls, skittles, whistle

**Friday:** balls, containers, whistle

## Monday

### Topic: Left to right orientation

### Objectives

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

- a) name the body parts
- b) identify left and right

### Skills to be developed:

- Naming/signing

### Learning activities

1. Teacher displays a chart with a human body showing clear body parts.
2. The learners observe the chart and identify the body parts.
3. They name the different body parts identified.
4. Teacher explains the left to right orientation game to learners.

5. Learners play the game kurudyi-kuruboshwe (left - right) under the teacher's instruction.
6. While seated in a circle, the learners move the bean bags from left to right while singing a rhyme on hands (tumaoko tumaoko, little hands little hands).

## Tuesday

### Topic: Walking without apparatus

### Objectives

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

- a) demonstrate proper walking techniques without apparatus

### Skills to be developed:

- Walking

### Learning activities

1. In a warm up game, learners jump slowly and fast on one place.
2. Teacher asks learners to state instruments used when walking, like walking sticks.
3. Teacher demonstrates the walk without using an apparatus.
4. Learners observe a picture on the board of children walking.
5. Learners walk around the marked area without using any apparatus.

6. Teacher explains how the hands move when walking without apparatus.
7. Learners walk as they properly move their hands.
8. As cooling down, the learners walk slowly

## Wednesday

### Topic: Three points balances

#### Objectives

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

- a) balance on three points
- b) draw a child balancing on three points

#### Skills to be developed:

- Drawing
- Balancing

#### Learning activities:

1. Teacher explains the three points balance and demonstrates to the learners.
2. Learners practise the balance as individuals.
3. Learners showcase their three points balances.
4. Learners observe a dotted drawing of a child balancing on three points.
5. Learners name the body parts the child is balancing on.
6. Learners complete the dotted drawing of a child balancing on three points in their workbook on page 4.

## Thursday

### Topic: Target throws

#### Objectives:

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

- a) aim at targets with objects

#### Skills to be developed:

- Reading
- Aiming

#### Learning activities:

1. In the learner's reader on page 4, learners read pictures of children throwing balls at targets.
2. In a warm up activity learners engage in muscle stretches being directed by the teacher.
3. The teacher demonstrates some target throws as he balances on his feet while learners observe.
4. In small groups, learners throw balls at targets while balancing on their feet.
5. In a mini game, learners compete in aiming at targets.
6. As cooling down, the learners sit down in a relaxed manner.

## Friday

### Topic: Game skills (Dodging game)

#### Objectives

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

- a) aim at targets with various objects
- b) dodge as they fill up the container with sand

#### Skills to be developed:

- Aiming at targets
- Dodging

## Learning activities

1. As a warm up activity, learners jump on one place slowly and then fast.
2. Teacher explains the dodging game and demonstrates the game with a few individuals while other learners observe.
3. In small groups, learners play the dodging game using balls, dodging and filling the container with sand.
4. Teacher moves round the groups to assist.
5. As a cooling activity, learners jog around the playing area and then walk slowly.

## Assessment

	Yes	No	Sometimes
<b>Is the learner able to name the body parts?</b>			
<b>Is the learner able to move bean bags from left to right?</b>			
<b>Is the learner able to play the left - right (<i>kurudyi kuruboshwe</i>) game?</b>			
<b>Is the learner able to walk without using apparatus?</b>			
<b>Is the learner able to complete a drawing of a child balancing on three points?</b>			
<b>Is the learner able to balance on three points?</b>			
<b>Is the learner able to read pictures of children throwing at target?</b>			
<b>Is the learner able to aim at targets?</b>			
<b>Is the learner able to dodge as he or she fills up the container with sand?</b>			

## Aims

To help learners:

- develop a sense of fun, enjoyment and entertainment
- develop a sense of fair play achievement and self awareness

**Source of matter:**

ECD A Physical Education Syllabus pages 6 and 12

**Suggested learning materials:**

**Monday:** chart with human body parts, model of a human being

**Tuesday:** chart with children walking with apparatus. (Teacher to refer to top picture on page 17)

**Wednesday:** picture of children demonstrating four point balances

**Friday:** whistle, balls

**Monday****Topic: Left and right****Objectives**

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

- identify human body parts
- identify their left and right hands and legs

**Skills to be developed:**

- Identifying
- Naming/signing

**Learning activities**

- Learners start by singing the rhyme 'little hands, little hands' while doing stretches as warm up.
- Teacher asks learners to name the body parts mentioned in the rhyme.

- Learners mention the names and touch each part named.
- Learners identify their left hands and legs.
- Teacher introduces the left and right marches.
- Learners march according to instructions from the teacher.
- Learners play the game "kurudyi kuruboshwe" for better understanding of left and right orientation.
- As cool down, learners slowly walk around the marked area.

**Tuesday****Topic: Walking with apparatus****Objectives**

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

- move from point A to B with apparatus under given instruction

**Skills to be developed:**

- Walking using apparatus

**Learning activities:**

- As a warm up activity, learners run around the marked area.
- Teacher demonstrates moving from point A to B with apparatus. (Teacher can put up a similar picture on the board as the one on top of page 17 for learners to understand.)

3. In conclusion, individually, learners move from point A to point B with apparatus under given instruction.

### Skills to be developed:

- Jumping
- Running
- Competing

## Wednesday:

### Topic: Four point balances

#### Objectives

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

- a) balance on four points

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities:

1. As a warm up activity, learners engage in muscle stretches under the teacher's instructions.
2. Learners perform the neck, arm and leg muscle stretches.
3. Teacher demonstrates the four point balances and shows learners pictures of children demonstrating this on a chart.
4. Learners observe the demonstration and later practise the pair balance.
5. Teacher assists learners with challenges.
6. As cooling down, learners jog lightly on one place and later sit down upon the blow of a whistle.

## Thursday:

### Topic: Guided jumping

#### Objectives

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

- a) jump over set targets
- b) demonstrate skills in a mini jumping race

#### Learning activities:

1. The learners read pictures of children in a huddle race in the learner's reader on page 5.
2. Learners discuss their observations.
3. In a warm up stage learners jog and jump on one place.
4. Teacher demonstrates the jumping of targets starting with the preferred leg and learners individually practise the jump starting with their preferred leg.
5. Learners show their preferred leg and state whether it is left or right.
6. In a mini huddle race, learners run and jump huddles.
7. In a cooling down activity, learners slowly walk around the marked area.
8. As conclusion, teacher explains the running and jumping technique as learners listen emphasising the use of the most preferred leg.

## Friday:

### Topic: Throwing and catching

#### Objectives:

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

- a) demonstrate proper throwing and catching techniques

#### Skills to be developed:

- Colouring
- Throwing
- Catching

**Learning activities:**

1. As a warm up activity, learners engage in some arm stretches guided by the teacher.
2. Teacher demonstrates how to throw the ball to a partner and how to catch a ball thrown.
3. Learners practise the skills in pairs using their preferred hands with the teacher's assistance.
4. In the learner's workbook on page 5, learners colour the drawing of children throwing and catching a ball.
5. Learners show each other their work.

**Assessment**

Name of child	Are learners able to identify their left and right hands and feet?	Are learners able to move from point A to B with apparatus?	Are learners able to stretch their body muscles?	Are learners able to perform the four points balances?	Are learners able to jump over set targets?	Are learners able to compete in a jumping race?	Are learners able to throw and catch balls in pairs?	Are learners able to colour a picture of people throwing and catching a ball?
<b>Chido</b>								
<b>Ken</b>								
<b>Don</b>								

## Aims

To help learners:

- acquire team building skills, confidence and self esteem.
- develop basic physical education related skills

**Source of matter:**

ECD A Physical Education Syllabus pages 8 and 16

**Suggested learning materials:**

**Monday:** human body puzzle

**Wednesday:** whistle

**Thursday:** chart with learners on the start position for a huddle race, crayons balls

**Friday:** picture of children throwing and catching balls

**Monday****Topic: Human body puzzle****Objectives**

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

- identify body parts

**Skills to be developed:**

- Singing
- Fitting body parts on a body puzzle
- Naming/signing

**Learning activities:**

- Learners sing the rhyme 'Little hands, little hands' as they touch the body parts mentioned.
- Teacher shows learners a model of a human being and then detaches the body parts.
- As a class, learners help each other to assemble the body parts.

- In groups, learners assemble the given puzzles to make a human being.

- Learners display their completed puzzles.

**Tuesday****Topic: Running****Objectives**

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

- demonstrate appropriate running mechanics

**Skills to be developed:**

- Stretching
- Running

**Learning activities**

- Teacher engages learners in muscle stretches which include leg, arm and neck muscles.
- Teacher explains to learners that running can be done without using apparatus. The teacher demonstrates the running.
- As a class, learners run freely in the marked area without bumping into each other.
- Learners compete in a mini race.
- As cool down, learners jog on one place.

## Wednesday

### Topic: Basic general balances

#### Objectives:

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

- a) balance in pairs
- b) balance on each other as they transfer weight

#### Skills to be developed:

- Squatting
- Balancing

#### Learning activities:

1. In the learner's reader on page 6, learners read pictures of children balancing in pairs.
2. Children discuss the balances they have read.
3. As a warm up activity, learners run slowly and squat upon the blow of a whistle.
4. Learners perform the pair balances they read in their readers.
5. As a cool down activity, learners lie on the ground.

## Thursday

### Topic: Balances

#### Objectives:

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

- a) balance on different point

#### Skills to be developed:

- Observing
- Identifying
- Writing

#### Learning activities

1. The teacher displays a chart with learners on the on your marks

- position to start a huddle race
2. Learners observe the pictures and identify points of balance when on the position like the knee, toes, and fingers.
3. Learners demonstrate the on your marks position.
4. In the learner's workbook on page 6, learners encircle the balancing points demonstrated on the 'on your marks' position
5. As conclusion learners show each other their completed work.

## Friday

### Topic: Game skills

#### Objectives

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

- a) demonstrate proper throwing and catching techniques

#### Skills to be developed:

- Running
- catching/ receiving
- Throwing
- Stepping

#### Learning activities:

1. As a warm up activity, learners run and jump within the marked area.
2. Learners throw their balls up and catch them.
3. Teacher explains that a ball can be thrown against the wall and demonstrates the activity.
4. Learners make a row and take turns to throw balls against the wall.
5. Learners catch the balls as they bounce back.
6. As a cool down activity, learners slowly run around within the marked area.

## Assessment

	Yes	No	Sometimes
<b>Is the learner able to sing the body parts rhyme?</b>			
<b>Is the learner able to fit jigsaw puzzle of human body parts?</b>			
<b>Is the learner able to stretch various body muscles?</b>			
<b>Is the learner able to run without apparatus?</b>			
<b>Is the learner able to run and squat?</b>			
<b>Is the learner able to balance on others as he transfers weight?</b>			
<b>Is the learner able to encircle the balancing points on the 'on your marks' position?</b>			
<b>Is the learner able to throw the ball against the wall and catch it as it bounces back?</b>			

# CHAPTER 7 Overhead throws

## Aims

To help learners:

- acquire aesthetic awareness of beauty in motion
- acquire team building skills, confidence and self esteem

### Source of matter:

ECD A Physical Education Syllabus pages 8 and 16

### Suggested learning materials:

- Monday:** beginner's pencils  
**Tuesday:** plastic bottles, whistle  
**Wednesday:** picture of a group balance  
**Thursday:** balls, skittles  
**Friday:** bouncing balls

## Monday

### Topic: Human body parts

### Objectives

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

- a) identify human body parts

### Skills to be developed:

- Singing
- Drawing

### Learning activities

1. Learners sing the rhyme 'Head and shoulders'.
2. The learners identify the body parts mentioned in the rhyme.
3. On pieces of papers, learners draw a complete human body using the beginner's pencils.
4. Learners identify the head on their drawing. They colour the head.
5. The teacher explains to the learners what overhead means and gives an

example of a thing that flies over our heads.

6. Learners identify things that usually pass or fly over our heads like birds, aeroplanes, insects
7. Learners show each other their finished work.

## Tuesday:

### Topic: Running with apparatus

### Objectives

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

- a) demonstrate proper running techniques with apparatus

### Skills to be developed:

- Jogging
- Running

### Learning activities:

1. As a warm up activity, learners run and squat upon the blow of a whistle.
2. Teacher explains to learners that races can be done with apparatus.
3. The teacher demonstrates the run with an apparatus as learners observe.
4. Learners practise the running while balancing plastic bottles on their hands.
5. In a mini race, learners compete with apparatus balanced on their heads.

6. As a cooling activity, learners walk slowly around the marked area.

## Wednesday

### Topic: Group balances

#### Objectives:

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

- demonstrate group balances
- transfer and bear weight

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities:

- As a warm up activity, learners engage in body muscle stretches at the teacher's command.
- Teacher explains that balances can be done in groups and demonstrates a group balance with three learners as others observe. The teacher help the three learners hold each other's hand above their heads to support each other and lift their left legs up.
- In groups of threes, learners practise group balances.
- Learners display their balances.
- As cool down, learners relax while seated on the ground.

## Thursday

### Topic: Overhead throw

#### Objectives

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

- demonstrate proper overhead throwing technique
- throw over a barrier

#### Skills to be developed:

- Reading
- Overhead throwing

#### Learning activities

- In the learner's reader on page 7, learners read pictures of a boy and a girl throwing balls using the overhead technique.
- Learners discuss the throws.
- As a warm up activity, learners run around pretending to throw objects.
- The teacher explains the throw and demonstrates as learners observe.
- A few learners imitate the teacher's demonstration.
- Learners practise the overhead throw with the teacher's assistance.
- In a mini game, learners engage in the dodging game using the overhead throwing skill.
- As a cool down activity, learners walk around the play area for two minutes.

## Friday

### Topic: Bouncing

#### Objectives

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

- execute proper sending and receiving through bouncing

#### Skills to be developed:

- Bouncing

#### Learning activities:

- As a warm up activity, learners engage in muscle stretches following the teacher's command.
- Learners stretch their body muscles.
- Teacher explains the bouncing skill

- and demonstrates the bouncing to learners.
4. Learners practise the bouncing skill.
  5. In a mini competition, learners bounce their balls.
  6. Teacher selects a competent individual to perform.
  7. Learners colour the picture of a boy bouncing a ball in their workbooks on page 7.

## Assessment

	Yes	No	Sometimes
<b>Is the learner able to sing the rhyme 'Head and shoulders'?</b>			
<b>Is the learner able to draw a human body?</b>			
<b>Is the learner able to jog vigorously around the marked area?</b>			
<b>Is the learner able to run with apparatus?</b>			
<b>Is the learner able to stretch his or her body muscles under the teacher's guidance?</b>			
<b>Is the learner able to perform group balances in groups of threes?</b>			
<b>Is the learner able to read a picture of children throwing using the overhead throw?</b>			
<b>Is the learner able to throw balls using the overhead throw?</b>			
<b>Is the learner able to bounce a ball continuously?</b>			
<b>Is the learner able to colour a picture of a boy bouncing a ball?</b>			

## Aims

To help learners:

- develop a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self esteem

**Source of matter:**

ECD A Physical Education Syllabus pages 7 and 16

**Suggested learning materials:**

**Monday:** human puzzle boards, chart showing a human body

**Tuesday:** chart with two athletes performing long jump using the preferred legs, one using the left leg and the other using the right

**Thursday:** balls, nets, containers

**Friday:** balls

**Monday**

**Topic: Left and right body parts**

**Objectives**

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

- identify their left and right hand sides
- name human body parts

**Skills to be developed:**

- Singing
- Naming

Learning activities:

- Learners sing any song on body parts.
- The teacher asks learners the body parts sung in the song.

3. Learners name the body parts sung in the song.

4. Learners identify the sung body parts from a displayed chart.

5. The teacher explains to learners that there are two sides, the left and the right side and shows learners the left and the right side of the human body.

6. Learners identify their left side and their right side.

7. Learners name and show their left body parts for example, left hand, ear, eye, leg, knee and so on.

8. They also name and show their right body parts.

9. Learners play the *kurudyi-kuruboshwe* (left - right) game

**Tuesday:**

**Topic: Jumping without equipment**

**Objectives**

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

- jump for distance without equipment

**Skills to be developed:**

- Running slowly
- Jumping

**Learning activities:**

- The teacher displays a chart showing two athletes performing a long jump activity.
- Teacher explains to the learners

that for an effective jump one has to step and take off with one's most preferred leg.

3. Learners observe the pictures and in pairs identify the preferred legs of the athletes on the chart.
4. Learners state whether the athlete use the right or the left leg to make an effective jump.
5. In the learner's workbook on page 8 learners colour a drawing of an athlete performing a long jump.
6. As a warm up activity, learners run and jump on one place.
7. Teacher demonstrates a long jump as learners observe.
8. Learners practise the jump in small groups.
9. In a mini competition, learners compete in the jumping.
10. As cool down, learners walk around the marked area.

## Wednesday

### Topic: Balances

#### Objectives:

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

- a) balance on different body parts
- b) perform group balances

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities

1. The teacher engages learners in a warm up activity in which they do body muscle stretches.
2. The teacher explains to learners that balances can be done in groups.
3. Teacher shows learners some

pictures on group and individual balances.

4. With the help of other learners, the teacher demonstrates a group balance while other learners observe. Four learners put their heads together and lift their right legs and support each other by their heads.
5. In groups of four, learners practice the balance.
6. Learners take turns to perform the balance as others watch.
7. As cooling down, learners jog freely around the marked area.

## Thursday

### Topic: Throwing at targets

#### Objectives

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

- a) aim at targets using various objects

#### Skills to be developed:

- Targeting
- Aiming
- Throwing

#### Learning activities

1. In the learner's reader on page 8, learners read a picture of a child throwing balls into a container.
2. Learners identify and describe the hand used to throw the balls, whether left or right
3. As a warm up activity, learners run around the marked area and pretend to be throwing a ball using the preferred hand upon the blow of a whistle.
4. Teacher demonstrates throwing a ball into a container as learners observe.

5. Learners practise throwing balls into the container using their preferred hands.
6. In a game situation, learners compete in aiming balls into a container using their preferred hands as read from their readers.
7. In pairs learners tell each other the hand they were using to throw balls, either right or left.
8. As cooling down, learners relax while sitting down on the ground for three minutes.

### Skills to be developed:

- Stretching
- Bouncing
- Receiving

### Learning activities:

1. The teacher engages learners in body muscle stretches.
2. Learners stretch their body muscles with the teacher's guidance as warm up.
3. Teacher explains the bouncing and the receiving and demonstrates as learners observe.
4. Learners practice the bouncing and receiving skills in pairs. Learners should be able to describe the hand they found strong for bouncing, their left or right hand as they may be using different hands.
5. In a mini game, learners bounce and receive balls without using apparatus. Those who fail to receive will be out of the game.
6. As cool down, learners lie on the ground on their backs for three minutes.

## Friday

### Topic: Bouncing game

### Objectives

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

- a) execute proper sending and receiving skills through bouncing

### Assessment

	Yes	No	Sometimes
<b>Is the learner able name human body parts?</b>			
<b>Is the learner able to identify their left body parts and their right body parts?</b>			
<b>Is the learner able to jump without equipment?</b>			
<b>Is the learner able to stretch the body muscles?</b>			
<b>Is the learner able to perform group balances?</b>			
<b>Is the learner able to read a picture of a child throwing a ball into the net?</b>			
<b>Is the learner able to throw balls into a container?</b>			
<b>Is the learner able to exercise proper sending and receiving skills through bouncing?</b>			

## Aims

To help learners:

- develop an appreciation of diverse cultural values of Zimbabwean society
- develop basic physical education related skills

**Source of matter:**

ECD A Physical Education Syllabus  
pages 8 and 16

**Suggested learning materials:**

**Monday:** pictures showing father,  
mother, brother, sister,  
chart with males and  
females

**Tuesday:** jumping sticks

**Thursday:** balls

**Friday:** skipping ropes

**Monday:**

**Topic: Differentiating  
males and  
females**

**Objectives:**

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

- identify males and females from  
given pictures
- colour a male from given drawings

**Skills to be developed:**

- Singing
- Identifying
- Colouring

**Learning activities:**

- Teacher and learners sing the male  
and female chores rhyme:  
Father goes to work  
He goes walking like this  
We walk like father

We are like him

Mother goes to the well

She goes like this

We walk like mother

We are like her

Sister sweeps the kitchen

She sweeps like this

We sweep like sister

We sweep like her

Brother milks the cow

He milks like this

We milk like brother

We milk like him.

- Learners discuss the chores done by  
the people sung in the rhyme.
- From the pictures on the chart,  
learners identify males and females.
- They describe the differences  
between males and females.
- In the learner's workbook on page 9,  
learners choose a drawing of a male  
and colour it.
- Learners display their completed  
work by showing each other.

**Tuesday**

**Topic: Jumping with  
apparatus**

**Objectives:**

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

- demonstrate appropriate running  
mechanics with apparatus

## Skills to be developed:

- Running
- Jumping

## Learning activities

1. As a warm up activity, learners engage in runs and jumps directed by the teacher using a whistle.
2. Learners run and jump when the teacher blows a whistle.
3. Teacher demonstrates the jumping using a stick as learners observe.
4. Learners practise the skill as individuals.
5. In a game situation, female and male learners compete in jumping using the sticks.
6. As a cooling activity, learners walk slowly around the marked area.

## Wednesday

### Topic: Pair balances

## Objectives

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

- a) perform pair balances on various body parts

## Skills to be developed:

- Stretching
- Balancing

## Learning activities:

1. Learners engage in body muscle stretches under the teacher's instruction.
2. The teacher demonstrates a pair balance as learners observe. Learners put their feet together and join hands then lean backwards and support each other.
3. Teacher asks learners to run around the marked area and then pair up

male and a female upon the blow of a whistle.

4. Learners practise the balance and explore other balances.
5. As cool down, learners sit on the ground for three minutes.

## Thursday

### Topic: Target throws for distance and accuracy

## Objectives

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

- a) execute proper throwing aiming at a target

## Skills to be developed:

- Reading
- Accuracy

## Learning activities

1. Learners read a picture of a child shooting a ball in the netball net in their learner's reader on page 9.
2. Learners discuss whether the learner shooting the ball is a male or female.
3. As a warm up activity, learners run after each other in pairs to pluck each other's tail.
4. The teacher explains the shooting of a ball into the net and demonstrates the shooting emphasising on the stance and throw.
5. Learners practise the shooting of the ball into the net in small groups.
6. In a game situation, male learners and female learners play the ball shooting game competition.
7. As a cool down, learners jog slowly on one place.

# Friday

## Skipping

### Objectives

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

- a) run with apparatus

### Skills to be developed:

- Jumping
- Skipping
- Singing

### Learning activities:

1. Learners jump on one place slowly and then fast in the marked area as warm up.
2. Teacher demonstrates skipping as

- learners observe.
3. Learners practice the skipping game
  4. Learners skip as they run around the play area singing the skipping rhyme.
  5. In groups female learners and male learners play the skipping game singing the rhyme.

Fish fish  
 Spell your name  
 F.I.S.H  
 Fish fish  
 Touch the ground  
 And go away.

6. As cool down, learners walk around the play area pretending to pick objects.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to sing a rhyme on male and female chores?</b>			
<b>Is the learner able to identify males and females from given pictures?</b>			
<b>Is the learner able to colour a male from given drawings?</b>			
<b>Is the learner able to jump with apparatus?</b>			
<b>Is the learner able to run and jump upon the blow of a whistle?</b>			
<b>Is the learner able to stretch his or her body muscles?</b>			
<b>Is the learner able to perform pair balances?</b>			
<b>Is the learner able to read pictures of children throwing balls into the net?</b>			
<b>Is the learner able to jump on one place?</b>			
<b>Is the learner able to skip using a rope?</b>			
<b>Is the learner able to sing the skipping rhyme?</b>			

# CHAPTER 10 Males and females - Movement

## Aims

To help learners:

- acquire aesthetic awareness of beauty in motion
- develop basic physical education related skills

### Source of matter:

ECD A Physical Education Syllabus pages 5, 7, 10 and 14

### Suggested learning materials:

**Monday:** chart with pictures of males and females, video showing males and female

**Tuesday:** video

**Wednesday:** whistle, picture of children balancing while forming a circle

**Thursday:** balls and crayons

**Friday:** socks

## Monday

### Topic: Identifying their sexes

#### Objectives:

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

- a) state their sexes
- b) identify males and females

#### Skills to be developed:

- Stating/signing
- Identifying

#### Learning activities:

1. Learners state the sexes on the chart displayed by the teacher.
2. Learners state things that differentiate males from females.

3. Learners state their sexes, for example: I am a boy, and bow, while girls will also say: I am a girl, and bend their knees.

4. Learners watch a video and state the males in the video and describe them.

## Tuesday

### Topic: Rolling

#### Objectives:

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

- a) move from point A - B under given instruction

#### Skills to be developed:

- Reading
- Stretching
- Rolling

#### Learning activities:

1. The teacher explains that there are various ways to make movements, that is, moving from one point to the other.
2. Learners state other means they know of making movements, like walking, running, hoping.
3. The teacher plays a video showing boys and girls performing some rolls.
4. Learners watch the video and state the movement.
5. In the learner's reader on page 10,

- learners read a picture of children performing some rolls as movement.
6. They identify the sexes performing the rolls from their readers.
  7. As a warm up activity, learners perform the various body muscle stretches being led by the teacher.
  8. Teacher demonstrates the rolling as learners observe.
  9. Learners practise the rolling while teacher assists learners facing challenges.
  10. As groups, learners perform the rolls in a game situation.
  11. As cooling down, learners jog lightly on one place.
4. Teacher asks learners to jog around and pair up as a boy and girl upon the blow of a whistle.
  5. Learners practise the balance in pairs and then group to form shapes.
  6. Teacher assists groups facing challenges in creating formations.
  7. Learners perform the balances before the class.
  8. As a cooling down activity, the learners walk slowly around the marked area.

## Wednesday

**Topic: Creating balanced formations**

### Objectives

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

- a) balance and create formations

### Skills to be developed:

- Jogging
- Balancing

### Learning activities:

1. Learners jog around the marked area under the guidance of the teacher.
2. Teacher explains to learners that formations can be created using balances.
3. The teacher, together with other learners demonstrate the balance as learners observe. In pairs, learners make wheel barrow balances and then move to make shapes like a

## Thursday

**Topic: Target throw**

### Objectives

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

- a) demonstrate aiming at a target with an object

### Skills to be developed:

- Identifying
- Writing
- Running
- Throwing

### Learning activities

1. The teacher displays a chart with two learners, a boy and a girl throwing balls on a target, one missing the target and one throwing on target.
2. Learners observe two children throwing balls on target on the displayed chart.
3. Learners describe the sexes of the child whose throw is on target and whose is not.

4. In the learner's workbook on page 10, learners observe the pictures of two children throwing balls into the hula hoop.
5. Learners identify the sex of the child whose ball hits the target.
6. Learners identify the sex of the child whose ball misses the target.
7. Learners encircle the ball that is on target.
8. Learners show each other their finished work.

## Learning activities

1. As a warm up activity, learners engage in body muscle stretches guided by the teacher.
2. Teacher explains the rolling game to the learners using the pictures on page 10 of the reader. Learners make a female and a male team and then in a competition they roll to a point and then wear a pair of socks placed at that point then roll back to the starting point and the race is over.
3. Teacher demonstrates the play to the learners as they observe.
4. Learners play the rolling game, rolling to a point, wear the pair of socks and then rolling back to the starting point.
5. In a mini competition, learners roll, put on socks and roll back.
6. As a cool down activity learners jog lightly around the marked area.

## Friday

### Topic: Rolling skill

### Objectives

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

- a) move from point A to B using rolling mechanic

### Skills to be developed

- Rolling

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to state his or her sex?</b>			
<b>Is the learner able to identify males and females?</b>			
<b>Is the learner able to read the picture of learners rolling?</b>			
<b>Is the learner able to state means of making movements?</b>			
<b>Is the learner able to jog around the marked area?</b>			
<b>Is the learner able to balance and create formations?</b>			
<b>Is the learner able to describe the sex of the child whose throw is on target?</b>			
<b>Is the learner able to encircle the ball thrown on target?</b>			
<b>Is the learner able to play the rolling game?</b>			

# CHAPTER 11 Movement - Motion

## Aims

To help learners:

- develop a sense of fun, enjoyment and entertainment
- acquire aesthetic awareness of beauty in motion

### Source of matter:

ECD A Physical Education Syllabus pages 5 and 16

### Suggested learning materials:

**Tuesday:** plastic bottles

**Wednesday:** picture on group balances

**Thursday:** crayons, chart showing a ball thrown to a target circle on the wall, task cards

**Friday:** hula hoops, balls

### Monday:

#### Topic: Movement

#### Objectives

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

- a) sing the human body rhyme
- b) identify the human body parts that are used to move

#### Skills to be developed:

- Singing/signing
- Identifying
- Moving using body parts

#### Learning activities:

1. Learners sing the human body rhyme, touching the body parts.  
Head and shoulders, knees and toes  
Knees and toes, knees and toes
2. The teacher explains that there are

body parts that make the body move and asks learners to identify the body parts.

3. In pairs, learners tell each other the body parts that makes the body move.
4. As a class, learners name the body parts that make the body move.
5. Learners make creative movements using the body parts.

### Tuesday

#### Topic: Movement

#### Objectives

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

- a) move from point A to B under given instruction

#### Skills to be developed:

- Stretching
- Rolling

#### Learning activities:

1. Learners engage in body muscle stretches with the teacher's guidance.
2. The teacher explains that rolling can be done with apparatus.
3. The teacher demonstrates rolling with apparatus as learners observe.
4. Learners practise rolling with apparatus.

5. In groups, learners roll while holding plastic bottles.
6. As a cool down activity, learners sit on the ground for three minutes.

## Wednesday

### Topic: Group balances

#### Objectives

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

- a) create balances in groups of four and make movements
- b) transfer and bear weight

#### Skills to be developed:

- Running
- Balancing
- Moving

#### Learning activities:

1. As a warm up activity, learners run around the marked area and stop when the teacher blows the whistle.
2. Teacher explains that balances can be performed in groups.
3. With the help of some learners, the teacher demonstrates a group balance while the other learners observe. The four learners hold each other's shoulders in a line and then support each other and then move forward.
4. In groups of four, learners practise the group balance.
5. Learners perform the group balance before the class.
6. As cool down, learners walk around the marked area stretching their legs.

## Thursday:

### Topic: Target throws

#### Objectives

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

- a) demonstrate aiming at a target with an object

#### Skills to be developed:

- Observing
- Finger tracing
- Drawing

#### Learning activities:

1. The teacher displays a chart showing a ball thrown to a target circle on the wall.
2. Learners observe and describe the activity. The ball is thrown into the circle on the wall.
3. Using their fingers, in smaller groups, learners trace the path of the ball on the group cards given by the teacher.
4. The teacher asks a few individuals to trace the path followed by the ball to the target.
5. Individually, learners trace the path of the ball to target using wax crayons in the learner's workbook on page 11.
6. Learners display their work by showing each other their finished work in groups.

## Friday

### Topic: The rolling game

#### Objectives:

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

- a) move from point A to B under instruction

**Skills to be developed:**

- Reading
- Rolling

**Learning activities:**

1. In their readers on page 11, learners read a picture of children rolling to the wall.
2. Learners discuss the activity they have read, that is describing how the children have moved to the wall.
3. As a warm up, learners stretch their body muscles as instructed by the teacher.
4. Teacher demonstrates the rolling to the wall, collects the ball at the wall and then walks back to the starting point to put the collected ball into the hula hoop.
5. In small groups, learners play the game.
6. Learners describe the movements that were done in the game, that is, rolling and walking.
7. As cooling down, learners jog around the marked area for three minutes.

**Assessment**

	Yes	No	Sometimes
<b>Is the learner able to sing the human body rhyme?</b>			
<b>Is the learner able to identify the human body parts that are used to move?</b>			
<b>Is the learner able to stretch his or her body muscles?</b>			
<b>Is the learner able to roll with apparatus?</b>			
<b>Is the learner able to run and jump on the blow of a whistle?</b>			
<b>Is the learner able to create balances in groups of four and make movements?</b>			
<b>Is the learner able to observe the displayed chart?</b>			
<b>Is the learner able to finger trace the path of the ball to the target?</b>			
<b>Is the learner able to read a picture of children rolling to the wall?</b>			
<b>Is the learner able to play the rolling game?</b>			

# CHAPTER 12 Body parts coordination

## Aims

To help learners:

- develop basic physical education related skills
- provide learners with a sense of fun, enjoyment and entertainment

### Source of matter:

ECD A Physical Education Syllabus pages 5 and 16

### Suggested learning materials:

**Monday:** detached dolls, beginner's pencil

**Tuesday:** skipping ropes

**Wednesday:** picture demonstrating group balance

**Thursday:** balls

**Friday:** skipping ropes

## Monday

**Topic: Identifying missing body parts**

### Objectives

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

- a) identify missing body parts
- b) fit the missing body parts
- c) draw the missing body parts

### Skills to be developed:

- Identifying
- Fitting body parts
- Drawing

### Learning activities:

1. Teacher shows learners a doll with missing body parts.
2. Learners identify the missing body parts.

3. In smaller groups, learners fit the missing body parts on the given dolls. They should be able to coordinate their hands in order to fit the parts easily.

4. In the learner's workbook on page 12, learners draw the missing body parts and should be able to coordinate the gross and fine motor hand muscles to produce good diagrams.

5. Learners show each other their finished work.

## Tuesday

**Topic: Skipping**

### Objectives

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

- a) move from point A to B with apparatus

### Skills to be developed:

- Running
- Jumping
- Skipping

### Learning activities:

1. Teacher engages learners in a warm up activity in which they run and jump upon the blow of the whistle.
2. Teacher explains the skipping to the learners and demonstrates as

learners observe emphasising the coordination of the jump and the hand movement with the skipping rope.

3. Learners practise the skipping skill while they run around the marked area coordinating the jump and the rope movement.
4. In a mini game, learners perform the skipping using ropes.
5. As cooling down learners walk around the marked area for three minutes.

## Wednesday

### Topic: Group balances

#### Objectives

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

- a) make a group balance and create formations

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities:

1. As warm up, learners stretch their body muscles guided by a fellow learner.
2. Teacher explains that balances can be performed by a group of people helping each other to balance.
3. Learners observe a picture on group balance
4. With the assistance of five learners, the teacher demonstrates the group balance while other learners observe.
5. In groups of five, learners practise the balance with the teacher's help.
6. Learners display their group

balances.

7. As cooling down, the learners walk around the area stretching their muscles.

## Thursday

### Topic: Rotational throw

#### Objectives:

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

- a) demonstrate proper sending techniques using an object

#### Skills to be developed:

- Reading
- Running
- Throwing

#### Learning activities:

1. In the learner's reader on page 12, learners read a picture of children in a line taking turns to throw balls at a target in a coordinated manner.
2. Learners talk about how the learners are throwing the ball to the target. For example, fixing eyes to the target, aiming, applying effort when throwing.
3. As a warm up activity, learners run around the marked area and pretend to be throwing balls at a target upon the blow of the whistle.
4. Teacher explains the activity of throwing the ball into the circle on the wall and demonstrates as the learners observe.
5. Learners practise aiming at the circle.
6. In a game situation, learners take turns to aim at the circle on the wall.

Those who fail to aim sit down while others continue.

- As a cooling down activity, learners walk around the marked area for three minutes.

## Friday

### Topic: Skipping game

#### Objectives

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

- move from point A to B using apparatus

#### Skills to be developed:

- Skipping

#### Learning activities:

- Learners engage in a warm up activity in which they jump on one place.
- Teacher explains how the skipping game is played and demonstrates as learners observe. Teacher emphasise the need to coordinate the necessary body parts.
- In small groups learners play the skipping game.
- In a mini game, learners do the skipping game.
- As a cooling down activity, learners sit on the ground relaxing for three minutes.

#### Assessment

	Yes	No	Sometimes
<b>Is the learner able to identify missing body parts?</b>			
<b>Is the learner able to fit the missing body parts?</b>			
<b>Is the learner able to draw the missing body parts?</b>			
<b>Is the learner able to run and jump around the marked area?</b>			
<b>Is the learner able to skip with apparatus?</b>			
<b>Is the learner able to stretch their body muscles?</b>			
<b>Is the learner able to make a group balance and create formations?</b>			
<b>Is the learner able to read pictures of children throwing balls to a target?</b>			
<b>Is the learner able to run around the marked area and pretend throwing balls at a target?</b>			
<b>Is the learner able to play the skipping game?</b>			

## Aims

To help learners:

- develop a sense of achievement and self awareness
- make informed decisions about health, safety and well being

**Source of matter:**

ECD A Physical Education Syllabus  
pages 9 and 12, 16

**Suggested learning materials:**

**Monday:** pictures of athletes, glue

**Tuesday:** chart with learners in  
a skipping game race,  
skipping ropes

**Wednesday:** picture on group balance

**Thursday:** pictures of learners  
running on balls of feet

**Friday:** picture of learners  
running and dodging

**Monday**

**Topic: Pasting male and female pictures of athletes**

**Objectives:**

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

- identify males and females
- paste pictures of males and females athletes

**Skills to be developed:**

- Identifying
- Pasting

**Learning activities:**

- Teacher gives learners pictures of male and female athletes.

- Learners identify males and females from the given pictures.
- Learners classify the pictures into males and females athletes.
- In the learner's workbook on page 13, learners paste pictures of female athletes.
- Learners display their work by way of showing their colleagues the finished work.

**Tuesday**

**Topic: Skipping**

**Objectives:**

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

- move from point A to B under given instruction

**Skills to be developed:**

- Reading
- Skipping

**Learning activities:**

- Teacher displays a chart with two learners in a skipping game race.
- Learners observe the picture and explain the activities being done by the learners on the chart.
- In the learner's reader on page 13, learners read a picture of children playing the skipping game.

- As a warm up activity, learners run around the play area and jump as the teacher blows a whistle.
- Teacher demonstrates the skipping using skipping ropes Teacher explains that the game can be played in a race like game.
- Learners practice the skipping skill or game.
- In a mini competition, learners play the skipping game race.
- As cool down, learners walk around the play area.

## Wednesday

### Topic: Group balances

#### Objectives:

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

- create a group balance
- transfer and bear weight

#### Skills to be developed:

- Stretching
- Balancing

#### Learning activities

- As a warm up activity, learners run and squat at the blow of a whistle.
- Teacher explains that balances can be performed in groups.
- With the help of five chosen learners, teacher creates a group balance as other learners watch. The learners make wheel barrow balances and then the barrows put their heads together to form a star
- Teacher asks learners to jog around and group into six upon the blow of a whistle.
- In groups of six, learners practise

the balance with the teacher's assistance.

- Learners perform their balances before the class.
- As a cool down activity, learners sit on the ground for three minutes.

## Thursday

### Topic: Running on balls of the feet

#### Objectives:

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

- demonstrate appropriate running mechanics

#### Skills to be developed:

- Running
- Running on balls of feet

#### Learning activities:

- As a warm up activity, learners run randomly around the marked area.
- The teacher demonstrates running on the balls of feet as learners observe.
- Learners practise running on balls of their feet.
- In a mini race, learners run on the balls of their feet.
- As cooling down, learners jog lightly on one place for two minutes.

## Friday

### Topic: Tag game

#### Objectives:

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

- execute movements in a sequence with ease

**Skills to be developed:**

- Running
- Dodging

**Learning activities:**

1. Learners run around the marked area as a warm up activity. They stop and run upon the blow of the whistle.
2. Teacher explains the tag game to

the learners and demonstrates to the learners.

3. In small groups, learners engage in the tag game. Learners run and dodge the tagged learner in their group.
4. As a cooling down activity learners walk around the marked area slowly.

**Assessment**

	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>Is the learner able to identify the sex of the athletes?</b>			
<b>Is the learner able to paste pictures of female athletes in his or her workbook?</b>			
<b>Is the learner able to skip with equipment?</b>			
<b>Is the learner able to stretch his or her body muscles?</b>			
<b>Is the learner able to create a group balance?</b>			
<b>Is the learner able to run randomly around the marked area?</b>			
<b>Is the learner able to run on the balls of his or her feet?</b>			
<b>Is the learner able to play the tag game?</b>			

# CHAPTER 14 Safety, health, movement and balances

## Aims

To help learners:

- make informed decisions about health, safety and well-being
- develop basic Physical Education related skills
- develop aesthetic awareness of beauty in motion

### Source of matter

ECD A Physical Education syllabus pages 5, 6, 7 and 8

### Suggested learning materials

**Monday:** hazardous and non-hazardous objects, crayons

**Wednesday:** pictures of people walking on hands

**Wednesday:** different objects such as balls, beans and bags

**Thursday:** picture of children standing on one leg while balancing on each other's backs

## Monday

### Topic: Hazardous objects

#### Objectives

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

- a) identify hazardous objects in the environment

#### Skills to be developed

- Reading / signing
- Naming

#### Learning activities

1. Teacher explains how some objects which can be found on the playing ground can be of harm to the learners' safety.

2. Learners discuss objects which they think can be found in playing areas which can be of harm to them.

3. Learners turn to their reader on page 14. There are pictures of some hazardous objects. Learners name the objects and identify those that are likely to be found in the playing ground.

4. Learners discuss how they should keep their playing grounds free from hazardous objects.

## Tuesday

### Topic: Safety

#### Objectives

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

- a) identify hazardous and non-hazardous objects
- b) name hazardous and non-hazardous objects shown by the teacher

#### Skills to be developed

- Identifying
- Differentiating
- Naming / signing
- Discussing / signing
- Circling an object

#### Learning activities

1. Teacher and learners do free running within the marked space as a warm

up activity. They stop at a given signal.

2. Learners identify themselves as boys or girls with teacher's help.
3. Teacher displays objects that are hazardous on the table, for example a knife, stone, wire, matches, rusty tin among others. Teacher explains that some objects are hazardous such as the ones on display. Learners discuss how they are hazardous.
4. Teacher shows learners non-hazardous objects like ball, crayon to name a few. Teacher explains that some objects are non-hazardous. Learners discuss why they are not hazardous.
5. Learners turn to their workbooks on page 14. There are hazardous and non-hazardous objects which include, a sharp wire, fire, razor blade, milk, ball. Learners name the objects in the book. They encircle the non-hazardous objects. Learners show each other their work.

## Wednesday

### Topic: Elementary movement

#### Objectives

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

- a) move from point A to B under given instruction

#### Skills to be developed

- Identifying
- Walking on hands
- Demonstrating
- Imitating

## Learning activities

1. Teacher allows learners to do free walking on legs within the marked space as a warm up activity. On signal, they stop.
2. Teacher shows learners pictures of people walking on hands. Teacher demonstrates walking on hands while learners are looking. A few learners volunteer to demonstrate walking on hands while the rest of the class is watching.
3. Individually, learners are allowed to walk on their hands while teacher moves about observing them.
4. A few capable learners demonstrate walking on hands while the rest of the class watches.
5. Teacher and learners walk tiredly with a stoop as a cool down activity.

## Thursday

### Topic: Balances

#### Objectives

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

- a) stand on one leg while balancing on each other's back
- b) transfer and bear weight

#### Skills to be developed

- Balancing
- Transferring weight
- Bearing weight
- Standing on one leg

## Learning activities

1. Teacher and learners stand on one leg within the marked space as a warm up activity. They stop at a signal.
2. Teacher shows learners a picture of children standing a one leg while

- balancing on each other's backs.
- In pairs, learners practice standing on one leg while balancing on each other's back. Teacher moves round watching learners carrying out their activity.
  - As a cooling down activity, learners stand on one leg within the marked space. At a signal, learners stop the activity.

- Identifying
- Reading / signing

### Learning activities

- Teacher displays different objects on the table such as an old rusty tin, duster, matches, broken cup, plate, syringe. Learners name the different objects.
- Learners classify the different objects as hazardous and non-hazardous with teacher's assistance.
- Teacher introduces a new song to learners called, 'Be careful little hands'.
 

Be careful little hands  
Don't touch anything that comes your way  
Some things are hazardous  
Other things are non-hazardous  
So be careful little hands of mine.
- Teacher and learners practise singing the new song.

## Friday

### Topic: Hazardous and non-hazardous objects

#### Objectives

- By the end of the lesson, the learner should be able to:
- identify hazardous and non-hazardous objects in school environment

#### Skills to be developed

- Naming / signing
- Classifying

#### Assessment

Name of child	Are learners able to identify themselves as boys or girls?	Are learners able to identify hazardous and non-hazardous objects?	Are learners able to walk on their hands?	Are learners able to transfer and bear weight through balancing on each others' backs?	Are learners able to circle the non-hazardous objects from the hazardous objects?	Are learners able to sing the 'Be careful little hands song'?
Racheal						
Moses						
Chido						

# CHAPTER 15 Safety, health and body coordination

## Aims

To enable learners to:

- acquire a sense of fun, enjoyment and entertainment
- develop a sense of fair play, achievement and self-awareness
- acquire team building skills, confidence and self-esteem

### Source of matter

ECD A Physical Education syllabus pages 5, 6, 7 and 8

### Suggested learning materials

**Monday:** hazardous objects such as broken glasses and non-hazardous objects like toothbrush

**Thursday:** crayons

**Friday:** beanbags

## Monday

### Topic: Safety

### Objectives

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

- a) name hazardous and non-hazardous objects
- b) classify hazardous and non-hazardous objects

### Skills to be developed

- Naming / signing
- Classifying
- Identifying
- Reading / signing

### Learning activities

1. Teacher collects and displays various objects that are hazardous and non-hazardous. Learners name the objects which include a knife, spoon, wire, razor blade, cup, plate.

2. Learners classify as a class, objects that are hazardous and non-hazardous.
3. Learners turn to their reader on page 15. There are pictures of hazardous and non-hazardous objects such as needle, broken glasses, toothbrush, muddy water.
4. Learners identify hazardous objects and places from the pictures.

## Tuesday

### Topic: Wheelbarrow race

### Objectives

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

- a) move from point A to B under given instruction

### Skills to be developed

- Running
- Pushing
- Moving on hands
- Demonstrating wheelbarrow race
- Gross motor skills

### Learning activities

1. Teacher and learners do free running as a warm up activity. On signal, they all stop.
2. Teacher demonstrates the wheelbarrow race with a pre-coached learner, while other learners are watching. Teacher asks learners to

be in pairs and practise wheelbarrow race.

3. Teacher appoints capable learners to demonstrate wheelbarrow race to the whole class.
4. In groups, learners practise wheelbarrow race in turns. Teacher moves round observing learners carrying out the wheelbarrow race activity.
5. Lastly, learners walk tiredly with a stoop like some grandmothers, slowly as a cooling activity.

## Wednesday

### Topic: Basic solo balances

#### Objectives

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

- a) demonstrate solo balances with balls

#### Skills to be developed

- Standing on one leg
- Balancing
- Bearing weight
- Transferring weight
- Fine motor skills

#### Learning activities

1. Teacher and learners run around stamping on partner's shadow as a warm up activity. They stop at a signal.
2. Teacher distributes balls to every learner. Teacher demonstrates standing on one leg while holding a ball. Learners practise standing on one leg while carrying a ball in one hand.
3. Learners transfer apparatus (balls) from one hand to another while standing on one leg. Teacher moves

round watching learners do the activity.

## Thursday

### Topic: Forward squat jump

#### Objectives

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

- a) practise performing the forward squat jump
- b) colour a picture of a child doing forward squat jump

#### Skills to be developed

- Performing squat jumping
- Reading / signing
- Fine motor skills
- Gross motor skills
- Colouring

#### Learning activities

1. Teacher and learners run freely around the marked space as a warm up activity. On signal, they all stand on one leg.
2. Learners turn to their workbooks on page 15. There is a picture of a boy performing the forward squat jump. Learners read the picture and discuss it as a class. Learners colour the picture.
3. Teacher demonstrates the forward squat jump while learners look on. Individually, learners practise the forward squat jump and teacher moves round assisting the needy.
4. In small groups, learners perform the forward squat jump while others are looking on.
5. As a cooling down activity, learners do free running on one spot and then stop at signal again.

# Friday

## Topic: The beanbag race

### Objectives

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

- a) demonstrate appropriate running techniques with apparatus

### Skills to be developed

- Balancing the beanbag on head

### Learning activities

1. Teacher and learners do free running while stamping on each other's

- shadow within the marked space. They all stop on signal.
2. Teacher demonstrates playing the beanbag race. It is played when one carries the beanbag on the head and runs with it.
  3. Learners carry beanbags on their heads and run a race to see the child who gets to the finishing line with a beanbag on the head. Teacher observes learners running a beanbag race.
  4. Learners do free running within the marked space as a cooling down activity.

### Assessment

Name of child	Are learners able to name hazardous and non-hazardous objects?	Are learners able to play the wheelbarrow game?	Are learners able to colour the picture of a child in a squat position?	Are learners able to perform the forward squat jump?	Are learners able to do the beanbag race?
Victor					
Praise					
Tavonga					

# CHAPTER 16 Body coordination

## Aims

To enable learners:

- develop basic Physical Education related skills
- acquire team building skills, confidence and self-esteem

### Source of matter

ECD A Physical Education syllabus pages 5, 6, 7 and 8.

### Suggested learning materials

**Monday:** balls

**Tuesday:** picture of children performing a wheelbarrow race

**Wednesday:** crayons

**Thursday:** balls, picture showing a learner tossing (underarm throw) a ball

**Friday:** balls

## Monday

### Topic: Body coordination

#### Objectives

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

- a) execute movements in a sequence with ease

#### Skills to be developed

- Reading
- Body coordination in kicking a ball
- Identifying
- Singing / signing

#### Learning activities

1. Teacher and learners practise forward squat jump within the marked space and on signal, they all stop.
2. Learners turn to their reader on

page 16. There is a picture of a girl kicking a ball.

3. Learners discuss the activity in the picture.
4. Learners discuss the body parts that need to coordinate to bring about the kick.
5. Learners practice coordinating their body parts as they kick balls.

## Tuesday

### Topic: Wheelbarrow race

#### Objectives

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

- a) move from point A to B under given instruction

#### Skills to be developed

- Playing the wheelbarrow race

#### Learning activities

1. Teacher and learners do free running as a warm up activity within the marked space and stop on signal.
2. Teacher and learners practise wheelbarrow race. Learners practise the race in pairs. Teacher moves round watching and assisting the needy learners.
3. As a cooling down activity, learners walk around in one place and stop on signal.

## Wednesday

### Topic: Running and rolling tyres

#### Objectives

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

- a) demonstrate appropriate running mechanics with apparatus

#### Skills to be developed

- Completing a drawing
- Colouring the drawing
- Fine motor skills
- Appreciating each other's work

#### Learning activities

1. Teacher and learners rub their hands as a warm up activity and stop when a signal is given.
2. Learners turn to their workbooks on page 16. There are two pictures of a boy and a girl running and rolling the tyres. The pictures of the tyres are in dotted form.
3. Learners complete the pictures using crayons by joining the dotted lines. They also colour the pictures. Teacher moves round observing and assisting learners carrying out their activity.
4. Learners show each other their work, appreciating each other's work. As a cooling down activity, learners snip their fingers and at a signal, they stop.

## Thursday

### Topic: Under arm throw

#### Objectives

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

- a) demonstrate throwing a ball using under arm throw

#### Skills to be developed

- Throwing
- Receiving
- Demonstrating

#### Learning activities

1. Teacher and learners do free jumping at one place within the marked space as a warm up activity and stop at a signal.
2. Teacher demonstrates throwing a ball to a pre-coached child using under arm throwing while other learners are watching.
3. In pairs learners throw a ball to each other using the under arm throw. Teacher moves round watching learners carrying out their task and also assisting the needy.
4. Learners who are capable of using the under arm throw are selected by teacher. They demonstrate throwing a ball to a partner using the under arm throw.
5. As cooling down, learners run around freely in any direction within the marked space. They stop at a signal.

# Friday

## Topic: Ball game

### Objectives

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

- a) practise cradling the ball to the chest with two hands
- b) demonstrate throwing the ball using the under arm throw

### Skills to be developed

- Cradling the ball
- Throwing
- Fine motor skills

### Learning activities

1. Teacher and learners jump in one spot as a warm up activity and stop when a signal is given.
2. Teacher and a pre-coached learner demonstrate throwing the ball using the under arm throw and catching it by cradling it to the chest.
3. In pairs, learners practice throwing the ball using the under arm throw and catching it by cradling it to their chest.
4. Teacher moves round observing and assisting learners in their throwing and catching activities.

### Assessment

	Yes	No	Sometimes
Is the learner able to read pictures of a girl kicking the ball?			
Is the learner able to perform the wheelbarrow race?			
Is the learner able to complete a drawing and colour it?			
Is the learner able to throw a ball using the under arm throw?			
Is the learner able to cradle the ball to the chest with two hands?			

## Aims

To enable learners:

- make informed decisions about health, safety and well-being
- develop a collective spirit based on Zimbabwean norms and values (*Unhu/Ubuntu/Vumunhu*).
- Develop basic Physical Education related skills

## Source of matter

ECD A Physical Education syllabus pages 5, 6, 7 and 8

## Suggested learning materials

**Tuesday:** CDs

**Wednesday:** balls, beanbags

**Friday:** crayons, picture of a child performing two feet jump

## Monday

**Topic: Safety procedures at home and at school**

## Objectives

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

- state safety procedures at home
- demonstrate safety procedures at school

## Skills to be developed

- Discussing / signing
- Demonstrating
- Listing

## Learning activities

- Teacher and learners run around in any direction as a warm up activity within the marked space. They stop the activity at a signal.

- Teacher explains to learners what is meant by safety procedures. Teacher and learners discuss and list down ways of keeping our homes and schools safe. For example, people should not play with matches at home and at school, avoiding throwing fire on the grass, avoid playing in the grass just to name a few.
- Learners demonstrate safety procedures at school. For example, they report any holes around the school yard, any signs of bees in the school, avoid playing and drinking water from holes and old tins, just to name a few.
- Learners turn to page 17 of their readers and describe the safety procedure shown on the top picture.

## Tuesday

**Topic: Rhythmic movement**

## Objectives

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

- execute movements in a sequence with ease.

## Skills to be developed

- Walking rhythmically
- Moving
- Dancing

## Learning activities

1. Teacher and learners do free walking in every direction as a warm up activity within the marked space. They stop at a signal.
2. Teacher claps hands while learners walk to the rhythm. Learners also clap hands and move in time to the rhythm.
3. Teacher plays a musical CD and learners dance creatively to the music rhythmically.
4. Learners make slow and fast movements in time to the beats as a cooling down activity.

## Wednesday

### Topic: Walking with apparatus

### Objectives

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

- a) moving from point A to B with apparatus

### Skills to be developed

- walking using apparatus

### Learning activities

1. As a warm up activity, teacher and learners stand with feet apart and bend down to touch the ground within the marked space. They stop at a signal.
2. Learners turn to the bottom picture in their reader on page 17 and read a picture of children walking with apparatus.

3. Learners read the bottom picture on page 17 and discuss what they see on the picture.
4. In pairs, learners practise walking with apparatus.
5. As a cooling down activity, learners do free running in any direction within the marked space and stop at a signal.

## Thursday

### Topic: Two feet jumping in one direction

### Objectives

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

- a) demonstrate basic jumping mechanics

### Skills to be developed

- Running
- Jumping
- Hopping
- Gross motor skills

### Learning activities

1. Teacher and learners do a warm up activity of free running on one spot within the marked space and at a signal, they stop.
2. Teacher demonstrates how to perform the two feet jump in one direction. Teacher puts her or his feet together and jumps or hops in one direction while learners watch her or him.
3. In pairs learners practise performing the two feet jump in one direction. Teacher moves round watching and assisting the needy learners.
4. As a cooling down activity, learners shake their bodies with their hands around the waist while standing on

one place within the marked space.

## Friday

### Topic: Two feet jumping

#### Objectives

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

- a) demonstrate basic jumping techniques

#### Skills to be developed

- Responding to music
- Moving
- Drawing

#### Learning activities

1. Teacher and learners jump on one spot within the marked space and only stop at a signal.
2. Teacher plays music and on instruction learners jump on two feet.
3. As a cooling down activity, learners rub their hands while standing.
4. Teacher shows learners a picture of a child performing a two feet jump.
5. Learners turn to their workbook on page 17. They draw a picture of a child jumping on two feet.
6. Learners colour their drawings.
7. Learners show each other their work appreciating each other's work.

#### Assessment

Name of child	Are learners able to list down safety procedures at home and at school?	Are learners able to move in time to music?	Are learners able to do pair work balances with balls and beanbags?	Are learners able to jump with feet together in one direction?	Are learners able to draw and colour a child jumping on two feet?
Praise					
Tsitsi					
Vitalis					

# CHAPTER 18 Safety, body movement and balancing

## Aims

To enable learners:

- develop a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem
- make informed decisions about health, safety and well-being
- develop basic Physical Education related skills

## Source of matter

ECD A Physical Education syllabus pages 5, 6, 7 and 8

## Suggested learning materials

**Tuesday:** beanbags, crayons

**Friday:** treasure bags or different objects

## Monday

### Topic: Safety rules

## Objectives

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

- a) discuss some play area safety rules
- b) demonstrate ways of caring for environment

## Skills to be developed

- Discussing / signing
- Practising safety rules

## Learning activities

1. Teacher and learners go outside the classroom and walk about in any direction within the marked space and stop at a signal.
2. Teacher and learners discuss safety rules in and around the playing area. For example, no litter should be scattered in and around the playing

area, no running around without guidance among others. Learners state some of the safety rules they know.

3. Learners are encouraged to practise safety rule such as walking and not running in and around the playing area, no pushing each other, no beating each other, no playing with sharp objects, no playing with hazardous objects just to mention a few.
4. Learners move about in any direction within the marked space and stop only on signal.

## Tuesday

### Topic: Elementary movement

## Objective

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

- a) move from point A to point B under instruction

## Skills to be developed

- Walking
- Moving
- Listening

## Learning activities

1. Teacher and learners clap to the music as a warm up activity.
  2. Teacher carries the beanbag on the head and demonstrates the beanbag walking race from one point to another while learners are watching.
  3. Learners practise the beanbag walking race from one point to another while teacher watches how they carry out the activity. They carry the beanbags on their heads as they walk between two points.
  4. Learners engage in a beanbag competition between groups. Teacher should encourage sweet team spirit among learners.
  5. As a cooling down activity, each learner stands alone and jumps up and down as they clap hands.
  6. Learners turn to their workbooks on page 18 and colour a picture of children engaging in a beanbag race.
- They stop at a signal.
2. Teacher and some pre-coached learners link hands in a group of ten. They balance on one leg in a circular formation. The rest of the learners look very closely.
  3. In groups of ten, learners link hands and balance on one leg in a circular formation.
  4. Learners twist their bodies while on one spot as a cooling down activity and stop at a signal.

## Thursday

### Topic: Hopping

#### Objective

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

- a) execute horizontal jumping mechanics

#### Skills to be developed

- Hopping
- Reading /signing
- Discussing / signing

#### Learning activities

1. Teacher and learners jump with feet apart as a warm up activity and stop at a signal.
2. Learners turn to their reader on page 18. There is a picture of a child hopping on one leg. Learners read the picture very closely. They discuss what they can see on the picture.
3. Learners practise hopping on one leg from one point to another.
4. To cool down, learners jump with feet together on one spot within the marked space and stop at a signal.

## Wednesday

### Topic: Balancing on one leg

#### Objectives

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

- a) balance on one leg in a circular shape
- b) transfer and bear weight

#### Skills to be developed

- Linking hands
- Balancing
- Standing on one leg
- Creating formations

#### Learning activities

1. Teacher and learners do free running on the spot as a warm up activity.

# Friday

## Topic: The hopping race game

### Objectives

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

- a) play the hopping race
- b) demonstrate bean bag walking race

### Skills to be developed

- Hopping
- Walking
- Balancing

### Learning activities

1. Teacher and learners march on one spot within the marked space and

stop at a signal.

2. Learners play a hopping race to collect the treasure bag or object. Teacher watches them closely to see which learners are able to play the hopping game well.
3. Learners can get into teams and compete on the hopping race to collect treasure bags.
4. Learners walk slowly like grandparents as a cooling activity.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to list safety rules?</b>			
<b>Is the learner able to demonstrate ways of caring for the environment?</b>			
<b>Is the learner able to play the bean bag walking race?</b>			
<b>Is the learner able to join hands with others in circular formation and stand on one leg?</b>			
<b>Is the learner able to hop on one leg?</b>			

## Aims

To enable learners:

- develop good health and safety decisions
- acquire aesthetic awareness of beauty in motion
- develop gross motor skills

## Source of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

## Suggested learning material

**Tuesday:** beanbags

**Friday:** crayons

## Monday

## Topic: Safety rules

## Objectives

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

- identify safety rules for play area
- practise safety rules

## Skills to be developed

- Discussing
- Practising safety rules

## Learning activities

- Teacher and learners do free running in any direction within the marked space as a warm up activity.
- Learners restate some of the safety rules learnt in the previous lesson.
- Learners practise some of the safety rules learnt.
- Learners stretch out their hands and bodies as a cooling down activity.

## Tuesday

## Topic: Running race

## Objectives

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

- demonstrate appropriate running techniques
- practise the beanbag walking race

## Skills to be developed

- Running
- Walking
- Balancing

## Learning activities

- Teacher and learners hop on one leg while standing on one spot.
- Learners engage in a running race in small groups.
- Learners engage in a beanbag walking race while carrying beanbags on their heads from one point to another.
- Learners stretch their hands and bodies while on one spot.

## Wednesday

## Topic: Balancing on one leg in a triangular formation

## Objectives

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

- balance on one leg in a triangular formation

## Skills to be developed

- Balancing
- Creating shapes
- Creating formations
- Moving

## Learning activities

1. Teacher and learners do forward squat jumps as a warm up activity.
2. Learners link their hands in groups of ten and balance on one leg in a triangular formation. Teacher moves round watching learners carrying out their activity.
3. Learners move clockwise while in a triangular formation.
4. Teacher and learners walk fast on one spot within the marked space as a cooling down activity.

## Thursday

### Topic: Hopping on one leg

#### Objectives

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

- a) demonstrate hopping on one leg

#### Skills to be developed

- Reading/signing
- Hopping
- Balancing

#### Learning activities

1. Learners turn to their reader on page 19 and read a picture of two children (girls) playing the cockfight while balancing on one leg. They discuss what is happening in the picture.
2. Teacher and learners do free running in any direction trying to step on a partner's shadow as a warm up activity.

3. In pairs learners play the cockfight game where they fight balancing on one leg.
4. Learners practise hopping on one leg in any direction within the marked space.
5. Learners turn their heads round and round, forward and backward as a cooling down activity.

## Friday

### Topic: The hopscotch game

#### Objectives

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

- a) execute movements in a sequence with ease

#### Skills to be developed

- Drawing
- Appreciating

#### Learning activities

1. Learners turn to their workbook on page 19. There is a drawing of a child playing hop scotch game. The drawing of the hop scotch game is in dotted lines.
2. Learners discuss the playing of the hop scotch game.
3. Learners complete the drawing of the hop scotch game by joining the dotted lines. Teacher moves round observing and assisting learners carrying out their task. Learners show each other their work, appreciating each other's work.
4. Learners rub their hands while standing.
5. Learners play the hop scotch game.

## Assessment

Name of child	Are the learners able to state safety rules?	Are learners able to practise some safety rules?	Are learners able to engage in a running race?	Are learners able to balance on one leg in a triangular formation moving clockwise?	Are learners able to play the cockfight game balancing?	Are learners able to join some dotted lines to complete a drawing?
Mary						
Danai						
Keith						

## Aims

To enable learners:

- develop basic Physical Education related skills
- acquire team building skills, confidence and self-esteem
- acquire aesthetic awareness of beauty in motion
- develop a sense of fun, enjoyment and entertainment

## Source of matter

ECD A Physical Education Syllabus  
pages 5, 6, 7 and 8

## Suggested learning materials

**Tuesday:** crayons, skipping ropes

## Monday

## Topic: Safety rules

## Objectives

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

- demonstrate safety rules of play area
- role play safety rules

## Skills to be developed

- Talking
- Role playing

## Learning activities

- Learners talk about some safety rules which they know.
- Learners role play some safety rules.
- Teacher introduces learners to a rhyme on safety  
Safety, safety  
What is your job?  
You protect me always  
Thank you, safety.

- Teacher and learners recite a rhyme on safety.

## Tuesday

## Topic: Rope skipping game

## Objectives

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

- colour the rope skipping drawing

## Skills to be developed

- Colouring the drawing
- Appreciating each other's work
- Fine motor skills

## Learning activities

- Learners turn to page 20 in their workbook. There are drawings of a boy and a girl playing the rope skipping game individually.
- Learners colour the drawings. Teacher moves round watching and assisting learners carrying out the activity. Learners show each other their work, appreciating each other's work.
- Learners play the rope skipping game.

## Wednesday

### Topic: Balancing on one leg in a square formation

#### Objectives

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

- a) balance on one leg in a square formation

#### Skills to be developed

- Balancing on one leg
- Creating formations
- Moving clockwise
- Gross motor skills

#### Learning activities

1. Teacher and learners do free running on one spot within the marked space.
2. Learners link their hands in groups of seven while balancing on one leg in a square formation.
3. Learners move clockwise while balancing on one leg in a square formation.
4. Learners breathe in and out as a cooling down activity.

## Thursday

### Topic: Hopping on one leg

#### Objectives

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

- a) demonstrate hopping on one leg from one point to another

#### Skills to be developed

- Reading / signing
- Hopping

## Learning activities

1. Teacher and learners run everywhere within the marked space to step on a partner's shadow.
2. Learners turn to their reader on page 20. There is a picture of a child hopping on one leg. Learners discuss the picture.
3. Learners practise hopping on one leg from one point to another to collect a ball.
4. Learners do free running on one spot within marked area.

## Friday

### Topic: A jumping game

#### Objectives

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

- a) recite a rhyme on safety
- b) demonstrate hoping through playing the 'bank – river' game

#### Skills to be developed

- Reciting
- Jumping
- Playing bank – river game
- Gross motor skills

#### Learning activities

1. Teacher and learners engage in a forward squat jump.
2. Teacher demonstrates playing the bank river game with a few pre-coached learners while others look on.
3. In groups, learners practise playing the 'bank- river' game. Teacher moves round watching and assisting learners playing the game.
4. Learners stretch out their bodies and hands as a cooling down activity.

## Assessment

	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>Is the learner able to role play safety rules?</b>			
<b>Is the learner able to colour pictures?</b>			
<b>Is the learner able to balance on one leg in a square formation and move clockwise?</b>			
<b>Is the learner able to demonstrate hopping through the 'bank- river' game?</b>			
<b>Is the learner able to hop on one leg?</b>			

## Aims

To enable learners to:

- establish a firm foundation for further studies
- develop a sense of fair play, achievement and self-awareness
- develop basic Physical Education related skills
- acquire team building skills, confidence and self-esteem

## Source of matter

ECD A Physical Education Syllabus  
pages 5, 6, 7 and 8

## Suggested learning materials

**Tuesday:** different objects, crayons

**Friday:** picture on shuttle relay, sticks

## Monday

## Topic: Safety

## Objectives

- By the end of the lesson, the learner should be able to: discuss safety rules with others
- practise safety rules in a play area

## Skills to be developed

- Discussing / signing
- Reciting / signing
- Practicing safety rules

## Learning activities

- Teacher and learners recite a rhyme 'Be careful little hands' learnt in previous lessons.
- Learners discuss safety rules as a class with the teacher's assistance. The same activity can be repeated in groups.
- Learners practise safety rules. For example, avoiding chasing each other because it causes one to fall and hurt himself or herself.

## Tuesday

## Topic: Objects relaying

## Objectives

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

- demonstrate objects relaying
- draw by joining dotted lines in workbook

## Skills to be developed

- Relaying
- Completing a drawing
- Joining dots
- Fine motor skills
- Appreciating each other's work

## Learning activities

- Learners turn to their workbooks on page 21. There is a picture on objects relaying in dotted form. Learners join the dotted lines to complete the drawing. They colour it. Teacher moves round observing and assisting learners carrying out their task. Learners show each other their work, appreciating each other's work.
- Teacher takes learners outside for objects relaying. Teacher demonstrates how objects relaying is played using pre-coached learners. Objects are put in a line far apart, for example two objects.

Two children stand near the objects and at a signal, the first child picks up the object and runs to the second child. Upon arrival of this first child, the second child picks up the object from the ground and runs to the finishing point. The activity can be repeated using any number of objects as desired by the teacher.

3. Learners do free running on the spot and stop at a signal.

## Wednesday

### Topic: Matching balances

#### Objectives

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

- a) match balances
- b) create formations

#### Skills to be developed

- Matching
- Balancing
- Creating shapes
- Creating formations

#### Learning activities

1. Teacher and learners do free running in any direction within the marked space and stop only at a signal.
2. Teacher explains how learners will match the balances. Teacher divides learners into four groups.
3. The first group of ten learners link hands while balancing on one leg in a circular formation. The second group of seven learners link hands while balancing on one leg in a triangular formation. The third group links hands and matches the first group while the fourth group links hands to match the second group of learners.

4. Teacher moves round observing and assisting learners carrying out their task. Finally, learners do free running at one spot as a cooling down activity.

## Thursday

### Topic: Sideways jumping

#### Objectives

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

- a) demonstrate jumping sideways according to instructions

#### Skills to be developed

- Reading / signing
- Discussing / signing
- Jumping sideways
- Following instructions

#### Learning activities

1. Learners turn to their reader on page 21. There is a picture of children playing the 'Bank and River' game. Learners read the picture and discuss what is happening on the picture.
2. Learners practise jumping sideways, to the left and to the right according to given instructions. Teacher observes how learners follow instructions.
3. Learners do free walking in any direction within the marked space and stop only at a given signal.

## Friday

### Topic: Relay

#### Objectives

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

- a) demonstrate relay techniques

### Skills to be developed

- Practise stick relay

### Learning activities

1. Teacher and learners do free running in any direction within the marked space.
2. Teacher shows learners a picture on shuttle relay
3. Teacher demonstrates playing the 'stick relay' using a pre-coached child.
4. Teacher divides learners into four teams of twos. Learners practise running the stick relay in twos while teacher watches and assists them.
5. Learners do free movement in any direction within the marked space and stop only at a signal.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to practice safety rules?</b>			
<b>Is the learner able to play objects relaying?</b>			
<b>Is the learner able to do matching balances?</b>			
<b>Is the learner able to follow instructions when jumping sideways?</b>			
<b>Is the learner able to play the 'stick relay'?</b>			

# CHAPTER 22 Safety and body coordination

## Aims

To enable learners:

- make informed decisions about health, safety and well-being
- acquire team building skills, confidence and self-esteem
- develop basic P.E. related skills

### Source of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

### Suggested learning materials:

**Monday:** A video clip on dangerous activities

**Tuesday:** different objects; sticks for relay

**Thursday:** colours/crayons

**Friday:**

each other, playing in water without adults among others. Learners watch the video very closely.

2. Learners discuss the video clip. They mention the dangerous activities which they saw on the video clip. They give reasons as to why the activities are dangerous.

3. Learners role play some of the safety rules learnt in the previous lessons.

## Monday

### Topic: Dangerous activities

### Objectives

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

- a) watch a video clip on dangerous activities
- b) dramatise or role play some safety rules

### Skills to be developed

- Watching a video
- Discussing / signing
- Role playing

### Learning activities

1. Teacher plays a video clip on dangerous activities. For example, children beating each other, chasing each other and falling down to hurt

## Tuesday

### Topic: Objects relaying

### Objectives

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

- a) demonstrate objects relaying
- b) practice shuttle relay

### Skills to be developed

- Practising objects relaying
- Playing stick relaying
- Following instructions

### Learning activities

1. Teacher and learners practise forward squat jumping in any direction within the marked space.
2. Learners practise objects relaying as played in the previous lessons. Teacher watches and assists learners as they do the activity.

3. Learners practise stick relaying as played in the previous lessons with teacher's guidance and assistance.
4. Learners do free running on the spot and stop at a signal.

## Wednesday

### Topic: Balances

#### Objectives

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

- a) transfer and bear weight

#### Skills to be developed

- Playing on equipment
- Reading / signing
- Discussing / signing
- Gross motor skills

#### Learning activities

1. Learners turn to their readers on page 22. There are pictures of children playing on outdoor equipment such as climbers, swings and others. Learners read the pictures and discuss what is happening on the pictures. Learners should be able to discuss how the children on swings and climbers should move and coordinate their body parts so that there are no falling accidents.
2. Learners practise playing on the outdoor equipment under the teacher's close supervision.

## Thursday

### Topic: Cross hopping

#### Objectives

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

- a) practise cross hopping

#### Skills to be developed

- Cross hopping
- Colouring pictures
- Fine motor skills
- Appreciating each other's work

#### Learning activities

1. Teacher demonstrates performing the cross hop. Learners practise the cross hopping activity while teacher watches them closely for assistance.
2. Learners turn to their workbook on page 22. There are pictures of children doing cross hopping, (hopping to the left, to the right). Learners colour the pictures. Teacher moves round observing and assisting learners carrying out their activity. Learners show each other their work, appreciating each other's work.
3. Finally, learners do free walking on any direction within the marked space and stop only at a given signal.

## Friday

### Topic: Game skills

#### Objectives

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

- a) demonstrate cross hopping as individuals and in groups

#### Skills to be developed

- Game playing
- Following rules
- Cross hopping
- Gross motor skills

## Learning activities

1. Teacher and learners do free running in any direction within the marked space.
2. Teacher explains to learners how the game 'Zai rakaora' / *Iqanda libolile* is played. The game is played in a circle while all children are sitting. The leader runs outside the circle singing 'zai rakaora' and an object is put behind the targeted child. The child stands up and runs in the opposite direction competing with the leader. The one who comes last to this empty space will be the leader and starts the game again.
3. Learners practise the cross hopping activity under instructions. Teacher watches closely for those who follow and assists those who do not follow instructions.
4. Learners do free walking on the same spot and stop only at a signal.

## Assessment

Name of learner	Are learners able to role play safety rules?	Are learners able to discuss what they watched on the video clip?	Are learners able to demonstrate objects relaying?	Are learners able to colour the drawings?	Are learners able to do cross hopping?	Are learners able to play the game 'zai rakaora' / 'Iqanda libolile'?
Zenzo						
Fadzai						
Jacob						

# CHAPTER 23 Safety rules and body movement

## Aims

To enable learners:

- develop aesthetic awareness of beauty in motion
- foster a collective spirit based on Zimbabwean norms and values (*Unhu/Ubuntu/Vumunhu*)
- acquire team building skills, confidence and self-esteem
- develop basic Physical Education related skills

### Source of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

### Suggested learning materials

- Monday:** a chart on safety rules, crayons
- Tuesday:** beanbags
- Wednesday:** outdoor equipment such as swings, see-saws
- Thursday:** mats or mattresses
- Friday:** beanbags

### Monday

**Topic: Safety rules in the home**

#### Objectives

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

- a) state safety rules in the home
- b) identify dangerous play in the home
- c) encircle a picture with a wrong practice

#### Skills to be developed

- Listing / signing
- Identifying
- Discussing / signing
- Drawing a circle around wrong practices

#### Learning activities

1. Learners list safety rules in the home. For example, avoid playing

with matches, playing near the stove, playing in water without a guide, playing with glasses just to name a few.

2. Teacher displays a chart on safety rules at home. Learners identify the different safety rules in picture form. They discuss what is happening on the pictures.
3. Learners turn to page 23 of their workbook. There are some safety rules and wrong practices in picture forms. For example, playing with a knife, having closed plugs, having medicines kept away from children's reach and a child sleeping while a candle is burning at night.
4. Learners draw a circle around wrong practices. Teacher moves round observing and assisting needy learners. Learners show each other their work, appreciating each other's work.

### Tuesday

**Topic: Objects relaying**

#### Objectives

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

- a) demonstrate objects relay
- b) play the cross hop activity
- c) complete a drawing by joining some dotted lines

## Skills to be developed

- Objects relaying
- Cross hopping

## Learning activities

1. Teacher and learners do free running in any direction within the marked space as a warm up activity.
2. Learners do objects relaying in teams of fours. Learners stand away from each other. The first child runs with a beanbag and passes it on to the next child who also runs to pass it on to the next child. The fourth child takes the beanbag to the finishing point. The children will be running in teams.
3. Learners practise cross hopping – hopping to the left, right according to instructions.
4. Learners do free hopping on one spot within the marked space.

## Wednesday

### Topic: Playing on outdoor equipment

### Objectives

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

- a) develop their gross motor skills through manipulation of out door equipment

### Skills to be developed

- Gross motor skills
- Playing on outdoor equipment

### Learning activities

1. Teacher and learners jump from one point to another in any direction within the marked space.
2. Learners play on outdoor equipment such as see-saws, swings, old

tyres just to name a few. Teacher supervises them very closely, assisting those who need help.

3. Learners do free running in any direction within the marked space.

## Thursday

### Topic: Lifting knees and bending elbows

### Objectives

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

- a) demonstrate lifting knees and bending elbows

### Skills to be developed

- Reading / signing
- Lifting knees
- Bending elbows
- Gross motor skills
- Following instructions

### Learning activities

1. As a warm up activity, teacher and learners do free running in any direction as they step on a partner's shadow within the marked space.
2. Learners turn to their readers on page 23. There is a picture of a child lying on the mat, lifting the knees and bending elbows. Learners read the picture and discuss what is happening on the picture.
3. Learners lie flat on their backs on mats or mattresses. They practise lifting their knees and bending their elbows according to given instructions. Teacher moves round watching and assisting them where necessary.
4. Learners breathe in and out as a cooling activity.

# Friday

## Topic: Running

### Objectives

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

- a) demonstrate proper running techniques
- b) practise object relay

### Skills to be developed

- Running
- Object relaying
- Gross motor skills
- Sprinting

### Learning activities

1. Learners do free running on one spot within the marked space.
2. In teams of four, learners practise object relaying using beanbags as done in the previous lessons.
3. Learners practise running fifty metres race as they spring. Teacher observes the learners and assists them when necessary.
4. Learners walk freely in any direction within the marked space.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to identify safety rules on a chart?</b>			
<b>Is the learner able to do objects relaying?</b>			
<b>Is the learner able to play on outdoor equipment game?</b>			
<b>Is the learner able to lift his or her knees and bend elbows while lying on his or her back on a mat?</b>			
<b>Is the learner able to run a 50 metres race?</b>			

# CHAPTER 24 Health, aquatic skills and body movement

## Aims

To help learners:

- make informed decisions about health, safety and well-being
- develop basic Physical Education related skills
- develop team building skills and spirit

### Source of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

### Suggested learning materials

**Tuesday:** balls

**Wednesday:** swimming pool/  
improvised pool, chart  
with water bodies

**Friday:** balls

### Monday

**Topic: Healthy rules at home**

#### Objectives

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

- a) list safety rules at home
- b) read pictures on healthy rules at home
- c) role play healthy rules

#### Skills to be developed

- Listing / signing
- Reading / signing
- Role playing
- Discussing / signing

#### Learning activities

1. Learners list down health rules at home. For example, washing hands after visiting the toilet, washing hands before eating, among others.
2. Learners turn to their reader on

page 24. There are pictures on hygienic and health at school. Learners read the pictures and discuss what is happening on the pictures. For example, there is a picture on children:

- a) washing hands after visiting the toilet
- b) washing hands before eating
- c) sitting on the chamber when using the toilet
- d) washing fruits before eating.

3. Learners role play the ways of keeping themselves healthy.

### Tuesday

**Topic: Ball game**

#### Objectives

- a) By the end of the lesson, the learner should be able to:practise passing the ball to a partner
- b) practise catching the ball with both hands on the chest

#### Skills to be developed

- Passing the ball
- Catching the ball
- Gross motor skills
- Eye-hand coordination

#### Learning activities

1. Teacher and learners practise throwing and catching the ball to oneself as a warm up activity.

2. Teacher demonstrates passing the ball to a pre-coached partner using the over arm throw. The partner catches the ball with both hands on the chest while learners are watching.
3. Learners practise passing the ball to a partner using the over arm throw and the partner catching it with both hands on the chest. Teacher moves round watching how learners carry out the activity and assisting them.
4. Learners do free running in any direction within the marked space.

## Wednesday

### Topic: Aquatic skills – water bodies

#### Objectives

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

- a) execute water familiarization skills
- b) name water bodies

#### Skills to be developed

- Familiarising with water
- Identifying water bodies

#### Learning activities

1. Teacher leads learners to a swimming pool or improvised source of water. Learners familiarize themselves with water. Teacher explains issues of safety to learners when swimming in water.
2. Learners observe pictures on a chart. There are pictures of different bodies of water such as swimming pool, river, dam, well, tap, borehole.

Learners read such pictures and identify these different bodies of water.

3. Learners name the different bodies of water shown on the chart.

## Thursday

### Topic: Jumping in all directions

#### Objectives

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

- a) demonstrate basic jumping skills

#### Skills to be developed

- Reading / signing
- Jumping
- Discussing / signing
- Gross motor skills

#### Learning activities

1. As a warm up activity, learners stretch their bodies.
2. Teacher demonstrates performing the two-foot jump in all directions. Learners practise jumping in all directions as a class and later in groups.
3. Learners do free running on one spot within the marked space.
4. Learners turn to their workbook on page 24. There is a picture of a girl performing the two-foot jump in all directions. Learners read the picture and discuss what is happening on the picture.
5. Learners colour the picture of a girl performing the two-foot jump.

# Friday

## Topic: Fox and geese dodge ball

### Objectives

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

- a) execute movements in a sequence with ease
- b) perform different tasks at varied speeds

### Skills to be developed

- Playing the dodge ball
- Eye-hand coordination
- Gross motor skills

### Learners activities

1. Teacher and learners practise free running in all directions within the marked space.
2. Learners with teacher's help, form a circle. Some learners get into the circles and they become the targets. Other learners throw the ball to hit learners inside the circle. Anybody who is hit by the ball goes out of the circle.
3. Learners stretch their bodies as a cooling down activity.

### Assessment

Name of learner	Are learners able to identify healthy rules at home?	Are learners able to role play healthy rules at home?	Are learners to pass on the ball to partners using the over arm throw?	Are learners able to identify water bodies?	Are learners able to jump with two feet in all directions?
Margret					
Chenai					
Michael					
Ruth					
Tapera					

## Aims

To enable learners:

- develop good health habits
- develop P. E. related skills
- develop a sense of fun, enjoyment and entertainment

**Source of matter**

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

**Suggested learning materials**

- Tuesday:** balls  
**Thursday:** crayons  
**Friday:** buttons

**Monday****Topic: Health – exercises****Objectives**

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

- a) demonstrate the importance of exercise to maintain good health
- b) walk in time to the rhythm

**Skills to be developed**

- Walking (slowly, swiftly)
- Gross motor skills
- Discussing / signing
- Listing

**Learning activities**

1. Teacher explains to learners the importance of exercise to maintain good health and grow well.
2. Learners list ways of exercising to maintain good health. For example, running, walking, jumping to name a few.
3. Learners practise walking rhythmically in time to the beat

(slowly, swiftly). Teacher watches them carry out the activity and even give them assistance where it is needed.

**Tuesday****Topic: Passing the ball using under arm skill****Objectives**

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

- a) pass the ball to a partner using the under-arm throw
- b) catch the ball with two hands on the chest

**Skills to be developed**

- Passing the ball
- Under arm skill
- Catching the ball with two hand
- Eye-hand coordination

**Learning activities**

1. Learners stretch their bodies as a warm up activity.
2. Teacher demonstrates passing a ball to a partner using under arm skill. Learners practise passing a ball to a partner using the under arm throw.
3. Learners practise catching the ball with both hands on the chest.
4. Learners do free running in any direction and stop only at a signal.

## Wednesday

### Topic: Sources of water at school

#### Objectives

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

- identify water sources at home and school
- discuss the sources of water in the school

#### Skills to be developed

- Identifying
- Reading / signing
- Discussing / signing

#### Learning activities

- Learners name sources of water at home.
- Learners turn to their reader on page 25. There are pictures of sources of water at home and school. For example, borehole, tap, well or river, and a swimming pool. Learners identify the sources of water and name them.
- Learners name the sources of water they have at their school.

## Thursday

### Topic: Controlled running

#### Objectives

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

- colour pictures in the workbook
- demonstrate appropriate running techniques

#### Skills to be developed

- Discussing / signing
- Colouring
- Appreciating each other's work
- Fine motor skills

## Learning activities

- Learners turn to their workbook on page 25. There is a picture of children running to a target. Learners discuss the picture saying what is happening in the picture.
- Learners colour the picture. Teacher moves round watching learners carrying out the activity and assisting where necessary. Learners show each other their work, appreciating each other's work.
- Learners practise running towards a target (balls), pick up the ball and run back with it into their hula hoops.

## Friday

### Topic: Playing the button race

#### Objectives

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

- demonstrate passing the buttons in a shuttle race

#### Skills to be developed

- Playing the button race
- Fine motor skills
- Eye-hand coordination

#### Learning activities

- Learners practise free running in every direction and stop at a signal.
- Learners play the button race in teams. Learners run to a target, which are buttons on a paper on the ground. They pick up the buttons and run back with them to the finishing line.
- Learners walk up slowly in any direction within the marked space and stop at a given signal.

## Assessment

	Yes	No	Sometimes
<b>Is the learner able to state the importance of exercises for good health?</b>			
<b>Is the learner able to walk slowly or swiftly around the play area?</b>			
<b>Is the learner able to pass the ball to a partner using under arm skill?</b>			
<b>Is the learner able to identify water sources at home and school?</b>			
<b>Is the learner able to do controlled running?</b>			
<b>Is the learner able to play the button race?</b>			

# CHAPTER 26 Safety and body movement

## Aims

To enable learners:

- establish a firm foundation for further studies in Physical Education
- develop basic Physical Education related skills
- make informed decisions about health, safety and well-being

### Sources of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

### Suggested learning materials:

**Tuesday:** balls

**Thursday:** crayons

**Friday:** chart with picture of a child receiving the ball and cradling it to the chest with two hands, balls

## Monday

### Topic: Health

#### Objectives

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

- a) discuss the importance of exercise for good health
- b) demonstrate walking slowly or swiftly

#### Skills to be developed

- Discussing / signing
- Walking

#### Learning activities

1. Learners discuss the importance of exercises in maintaining good health.
2. Learners practise walking around the play area slowly or swiftly within the marked space according to instructions. Teacher watches

learners as they carry out their activity.

3. Learners do free running in any direction within the marked space and stop at a signal.

## Tuesday

### Topic: Game skills

#### Objectives

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

- a) demonstrate bouncing balls gently
- b) kick the ball using the side of the foot

#### Skills to be developed

- Bouncing the ball
- Kicking the ball
- Eye-foot coordination

#### Learning activities

1. Teacher demonstrates bouncing a ball gently while learners are watching.
2. Learners practise bouncing balls individually.
3. In pairs, learners practise bouncing a ball while teacher moves round watching and assisting them where necessary.
4. Learners do free running on the spot within the marked space and stop at a signal.

## Wednesday

### Topic: Water hazards

#### Objectives

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

- a) list water hazards
- b) identify pictures from water hazards

#### Skills to be developed

- Listing / signing
- Reading / signing
- Discussing / signing

#### Learning activities

1. Learners revise sources of water at home and at school.
2. Learners turn to their readers on page 26. There are pictures on water hazards. For example, a child drowning in water, a child being chased by a crocodile, and a child being swept away by flooded river. Learners read pictures on water hazards and discuss what is happening on the pictures.
3. Learners discuss the effects of water hazards to children.

## Thursday

### Topic: Sideways jumping

#### Objectives

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

- a) demonstrate horizontal jumps

#### Skills to be developed

- Joining dotted lines
- Completing a drawing
- Jumping sideways
- Gross motor skills
- Following instructions

## Learning activities

1. Learners turn to their workbook on page 26. There is a picture of a boy performing a sideways jump over an obstacle. Learners read the picture and discuss what is happening on the picture.
2. Learners join some dotted lines to complete a picture of a boy performing sideways jump over an obstacle. They colour it and show each other their work, appreciating each other's work.
3. Learners practise jumping sideways over obstacles, to the left and to the right according to given instructions. Teacher watches learners very closely and assists them where necessary.
4. Learners stretch their bodies as a cooling down activity.

## Friday

### Topic: Receiving the ball

#### Objectives

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

- a) demonstrate receiving the ball with two hands

#### Skills to be developed

- Receiving a ball
- Reading / signing
- Discussing / signing

#### Learning activities

1. Teacher and learners do free running in any direction within the marked space.
2. Learners observe a chart on the wall. There is a picture of a child receiving the ball and cradling it to the chest with two hands. Learners

read the picture and discuss what is happening in the picture.

3. Learners practise receiving the ball with two hands and cradling it to the chest.

4. Learners bend their trunks forward and backward freely within the marked space as a cooling down activity.

### Assessment

<b>Name of child</b>	<b>Are learners able to walk slowly or swiftly around the play area?</b>	<b>Are learners able to bounce the ball?</b>	<b>Are learners able to name some water hazards?</b>	<b>Are learners able to join some dotted lines to complete a picture?</b>	<b>Are learners able to receive a ball with two hands and cradle it to the chest?</b>
Jonah					
Esther					
Motsi					
Alex					
Tiida					
Joseph					

## Aims

To enable learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education related skills
- acquire team building skills, confidence and self-esteem
- develop aesthetic awareness of beauty in motion

### Source of matter

ECD A Physical Education Syllabus pages 5, 6, 7 and 8

### Suggested learning materials

**Tuesday:** balls, beanbag

**Friday:** crayons, balls

### Monday

**Topic: The benefits of exercises**

#### Objectives

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

- a) discuss the benefits of exercises for growing children
- b) demonstrate various activities

#### Skills to be developed

- Discussing / signing
- Reading / signing
- Running to a target
- Gross motor skills

#### Learning activities

1. Teacher and learners discuss the value or benefits of doing exercises for growing children.
2. Learners turn to their reader on page 27. There are pictures of children doing various exercises. For example, two children are running; two other children are throwing and

catching the ball with two hands, another child is hitting a target.

3. Learners discuss what is happening in the picture.
4. Learners practise running around the play area to a target.

### Tuesday

**Topic: Bouncing the ball in pairs**

#### Objectives

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

- a) execute correct and safe sending and receiving techniques through ball balancing

#### Skills to be developed

- Bouncing
- Throwing
- Catching
- Cradling the ball
- Eye-hand coordination

#### Learning activities

1. Teacher and learners do free running in any direction within the marked area as a warm up activity.
2. In pairs, learners practise bouncing their ball in turns, while teacher moves round watching and assisting the needy learners.

- In pairs, learners throw and catch the ball with two hands, cradling it to the chest. Teacher gives assistance where necessary.
- Learners walk in any direction within the marked space as a cooling down activity.

- Jumping on one foot
- Balancing

### Learning activities

- Teacher and learners do free running on one spot as a warm up activity.
- Pre-coached learners demonstrate how to perform a single foot jump in any direction within the marked space while other learners are watching.
- Learners practise performing the single foot jump as individuals. Teacher moves round observing learners carrying out the activity and giving assistance where necessary.
- As a cooling down activity, learners stretch their bodies.

## Wednesday

### Topic: Water safety

#### Objectives

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

- discuss how to be safe with water
- role play some of the ways to be safe with water

#### Skills to be developed

- Discussing / signing
- Role playing

#### Learning activities

- Teacher and learners state some water hazards.
- Learners discuss how to be safe with water. For example, avoid getting into water without a guide or adult, not playing in any source of water, just to name a few.
- Learners role play some of the ways to be safe with water.

## Thursday

### Topic: Single foot jump

#### Objectives

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

- demonstrate jumping on one foot
- practise jumping on one foot

#### Skills to be developed

- Demonstrating

## Friday

### Topic: Receiving the ball

#### Objectives

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

- demonstrate receiving the ball with two hands, and cradling it to the chest
- colour the drawing of a child receiving the ball with both hands

#### Skills to be developed

- Receiving
- Ball cradling
- Colouring
- Fine motor skills
- Eye-hand coordination

#### Learning activities

- Learners practise receiving the ball and cradling it to the chest with two hands.

2. Learners turn to their workbooks on page 27. There is a picture of a child receiving the ball and cradling it to the chest.
3. Learners colour the picture. Teacher moves round watching and assisting the needy learners.
4. Learners show each other their work, appreciating each other's work.
5. Learners rub their hands while standing up as a cooling down activity.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to value exercises for good health?</b>			
<b>Is the learner able to bounce the ball with a partner?</b>			
<b>Is the learner able to come up with ways on how to be safe with water?</b>			
<b>Is the learner able to jump on a single foot?</b>			
<b>Is the learner able to colour a picture of a child receiving the ball with two hands on the chest?</b>			

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- acquire a sense of fun, enjoyment and entertainment

**Source of matter**

ECD A Physical Education Syllabus  
pages 6-10, 11-17 and 47-49

**Suggested resources**

**Monday:** skipping ropes

**Tuesday:** balls, drums

**Wednesday:** Swimming pool or sand  
pit, blue material

**Thursday:** Balancing beam where  
various non-breakable  
objects like balls are  
hung, bats, pencils

**Monday**

**Topic: Safety and health in  
loco-motor activities:  
Jumping and  
skipping**

**Objectives**

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

- demonstrate jumping freely around  
the play area
- play a skipping game

**Skills to be developed**

- Singing
- Jumping
- Skipping

**Learning activities**

- Learners sing the song on playing  
together:

We play together

We play together

We play together oh Lord

We are a family.

- Teacher explains the importance  
of playing well together with others  
so that all children can be safe and  
happy. The teacher can mention  
some of the key elements of playing  
well together like turn taking,  
not pushing others, following  
instructions, and many others.
- Learners practice the in loco-motor  
activity of jumping. They jump  
freely around the play area.
- Learners play a skipping game.
- They then hold hands in a circle and  
sing the song 'We play together'.

**Tuesday**

**Topic: Coordination skills  
- Bouncing to self**

**Objectives**

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

- bounce a ball to self

**Skills to be developed**

- Bouncing
- Describing

**Learning activities**

- Learners jump freely around the  
play area in response to a drum  
beat.

2. Teacher demonstrates how to bounce a ball to self.
3. Learners stand in their own spaces and then practice bouncing the ball to themselves. The teacher goes around assisting those who have challenges bouncing the ball.
4. All learners put their balls in the ball basket and sit on their mats. They then describe what the child in the picture shown in their readers on page 28 is doing.
5. Learners answer the teacher's questions.

## Wednesday

**Topic: Aquatic skills - Water familiarisation and safety**

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

- a) identify the rules for safe play in water
- b) play the water rules game

### Skills to be developed

- Identifying
- Playing water rules game

### Learning activities

1. Teacher talks to learners about the importance of being safe in water.
2. Learners are taken to the pool area or if there is no pool, a sand pit can be used. Blue material can be spread around the sand pit to signify water.
3. discusses safety issues in water play and learners are given safety rules like:
  - Do not go to the pool area if not accompanied by an adult
  - Do not run around the perimeter

of the pool because you can slip and fall on the ground or into the water

- Do not push unsuspecting people into the water
  - Get out of water if there is thunder and lightning
4. Learners play the water safety game. The teacher describes an action and learners sit down if it is a Don't do and stand up if it is a Do rule.

## Thursday

**Topic: Kids athletics - Single foot jump**

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

- a) perform the single foot jump
- b) engage in vertical jumps

### Skills to be developed

- Jumping

### Learning activities

1. Learners make a circle and sing the song, 'Dance around together'.  
Dance around together  
In the sunny weather  
Until, until  
We all fall down
2. Teacher demonstrates how to jump and land one foot in the following manner:
  - Running up to a predetermined take off point, planting the foot, and basically taking off on one leg.
  - The foot plants and the body levers over the plant leg and rebounds off the plant foot up into the air.
  - After the plant, and as one begins

to leave the ground, the action of the plant leg is fairly similar to a bull pawing the ground, pushing down and back, which involves a good degree of hip extension

3. A few learners try out the single foot jump before the class.
4. All learners practice the single foot jump.
5. Learners kneel down and clap their hands as they count to 3.

## Friday

### Topic: Play and game skills

#### Objectives

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

- a) strike suspended objects to the left
- b) draw a pattern from left to right

to follow the direction of a struck object

#### Skills to be developed

- Striking
- Drawing

#### Learning activities

1. Learners jog freely around the play area.
2. They then make circles with their arms.
3. Teacher demonstrates how to strike a suspended object to the left.
4. Learners take turns to strike the suspended objects to the left. The teacher assists those who have challenges in striking.
5. In their workbooks on page 28, learners draw a line from left to right to follow the direction of the suspended struck object.

#### Assessment

	Yes	No	Sometimes
<b>Is the learner able to play a skipping game?</b>			
<b>Is the learner able to bounce a ball to self?</b>			
<b>Is the learner able to describe what the child in the picture is doing?</b>			
<b>Is the learner able to identify the rules for safe play in water?</b>			
<b>Is the learner able perform the single foot jump?</b>			
<b>Is the learner able to strike suspended objects to the left?</b>			
<b>Is the learner able to draw a pattern from left to right to follow the direction of a struck object?</b>			

# CHAPTER 29 Movement, splashing and games

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- acquire a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

### Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

### Suggested resources

Monday: chart showing children on a walking race  
Tuesday: music player  
Wednesday: climbers  
Friday: Balancing beam where various non-breakable objects like balls are hung, bats

## Monday

**Topic: Safety and health - Walking**

### Objectives

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

- a) state the importance of walking to health
- b) discuss activities in given picture

### Skills to be developed

- Stating
- Discussing
- Walking

### Learning activities

1. Teacher discusses with the learners the importance of walking to maintain physical fitness and

mental health. Teacher explains that walking is a type of exercise.

2. In their groups, learners talk about the chart showing children on a walking race around the track. Teacher explains that walking is important for exercise.
3. Learners colour the drawing of a walking girl in their workbooks on page 29.
4. Learners walk to the play area and then walk around the play area (walking slowly and walking briskly).
5. Learners walk back to the classroom in a single file.

## Tuesday

**Topic: Kids athletics - Running for speed**

### Objectives

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

- a) perform a high run on the balls of their feet for speed
- b) demonstrate appropriate running techniques

### Skills to be developed

- Running

### Learning activities

1. The teacher plays some music and learners run around the play centre

- in rhythm to the music.
- Learners stand in a circle at the stop of the music.
  - Teacher demonstrates high running on the balls of their feet for speed and learners practice the run on the same spot as they stand in the circle.
  - Learners are placed in groups and then each group runs for speed on the balls of their feet in one direction towards a specific finishing line.
  - Learners make a circle and then run slowly on the same spot on the balls of their feet.

## Wednesday

### Topic: Locomotion/ movement

#### Objectives

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

- move from point A to B under instruction

#### Skills to be developed

- Playing
- Discussing

#### Learning activities

- Learners play the game 'follow my leader'.
- They sit down in a circle and talk about the picture of children playing on a climber which is in their readers on page 29.
- Learners walk to the play area to play some climbing games on the climbers in their outdoor play area.
- They follow the leader back into the classroom

## Thursday

### Topic: Aquatic skills - Water familiarisation and safety

#### Objectives

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

- demonstrate water familiarisation

#### Skills to be developed

- Describing
- Splashing

#### Learning activities

- Learners move water around with their hands in a clockwise direction (water in the shallow end of the pool/ water in open basins)
- Learners then move water around with their hands in an anti-clockwise direction
- Learners then splash water with the back of their hands away from themselves towards a specific target and then with the palms of their hands.
- They then splash water towards to the sides with their palms.

## Friday

### Topic: Play and game skills

#### Objectives

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

- strike suspended objects in different directions

#### Skills to be developed

- Striking suspended objects

## Learning activities

1. Teacher suspends different non-breakable objects like balls on suspended beams or goal posts.
2. Learners make circles with their left and then their right arms.
3. Teacher demonstrates how to strike a suspended object. Learners take turns to strike suspended objects in specific directions (to the left, to the right and forward).
4. Learners stand side by side in a row and all make a forward striking move.

## Assessment

<b>Name of child</b>	<b>Are learners able to state the importance of walking for health?</b>	<b>Are learners able to describe the activities being carried out in the pictures?</b>	<b>Are learners able to walk slowly and briskly?</b>	<b>Are learners able to perform a high run on the balls of their feet for speed?</b>	<b>Are learners able to splash water in different directions?</b>	<b>Are learners able to strike suspended objects in different directions?</b>
Betty						
Praise						
Paul						

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

### Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

### Suggested resources

**Tuesday:** balancing beam where balls are hung

**Wednesday:** big blue material

**Friday:** balancing beam where various non-breakable objects like balls are hung, bats

## Monday

**Topic: Safety and health - Playing games**

### Objectives

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

- a) explain the importance of playing games
- b) identify and describe the different games being played by the learners shown in the pictures

### Skills to be developed

- Explaining
- Identifying
- Describing
- Playing games

### Learning activities

1. Teacher discusses the importance of exercising and playing games with the learners.
2. Learners identify and describe the different games being played by the learners shown in the pictures in their readers on page 30.
3. Teacher explains and demonstrates to learners how the wheelbarrow race is played.
4. In pairs, learners play the wheelbarrow race.

## Tuesday

**Topic: Safety and health - Suspended ball activities**

### Objectives

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

- a) follow suspended balls with their eyes as they lie on the mats
- b) bounce the balls

### Skills to be developed

- Object following
- Bouncing

### Learning activities

1. Learners jog and jump around the play centre.

- The teacher explains and demonstrates how to follow suspended balls with their eyes as they lie on the mats.
- Learners take turns to lie below suspended balls on the mats to follow the movement of the balls with their eyes. The others will be playing a ball bouncing game as they wait for their turns.
- Never pushing each other into water
- Looking out for each other in the water
- Learners practice safe entry and water exit from the representative pool.

## Thursday

**Topic:** Kids athletics - Continuous single foot jump in one direction over a rope

## Wednesday

**Topic:** Aquatic skills -Water familiarisation and safety

### Objectives

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

- discuss the importance of being safe in water
- practice safe entry and water exit

### Skills to be developed

- Discussing
- Practicing

### Learning activities

- Learners make a circle. They then make some star jumps before sitting down.
- Teacher marks the centre of the circle and places a big blue material at the centre to represent water.
- Teacher discusses the importance of being safe in water through safe entry, play and exit. The points that the teacher can mention include:
  - Following instructions
  - Not approaching water bodies without adult supervision

### Objectives

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

- demonstrate the continuous single foot jumps in one direction
- paste pictures of jumping children into their workbooks

### Skills to be developed

- Jumping
- Pasting

### Learning activities

- Learners drive imaginary vehicles of their own choices freely around the play area.
- Teacher makes a demonstration for the learners on how to perform the continuous single foot jumps in one direction over a rope.
- Learners practice performing the continuous single foot jumps in one direction over a rope as a class and then in groups.
- In their workbooks on page 30, learners paste a picture of a jumping child onto the page.

## Friday

### Topic: Play and game skills - Striking suspended objects

#### Objectives

- By the end of the lesson, the learner should be able to: strike suspended objects in different directions
- demonstrate safe techniques in striking objects

#### Skills to be developed

- Striking objects

#### Learning activities

- Learners make circles with their left and then their right arms. They then swing their arms up and down.
- One of the learners demonstrates how to strike a suspended object in any direction. Learners take turns to strike suspended objects in specific directions (to the left, to the right and forward).
- Learners stand side by side in a row and all make a left side striking move.
- They then make a circle and sing the song 'Dance around together'.

#### Assessment

Name of child	Are learners able to identify and describe the different games being played by the learners shown in the pictures?	Are learners able to follow suspended balls with their eyes as they lie on the mats?	Are learners able to discuss the importance of being safe in water?	Are learners able to perform the continuous single foot jumps in one direction?	Are learners able to strike suspended objects in different directions?
Betty					
Jane					
Paul					

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

## Suggested resources

- Monday:** chart with good hygiene practices
- Tuesday:** balancing beam where balls are hung
- Wednesday:** basins with mildly soapy water, straws
- Thursday:** video
- Friday:** pencils, bats, rackets, balls

## Monday

## Topic: Safety and health - Play

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

- demonstrate good personal hygiene
- discuss some good personal hygiene activities
- sing the hygiene song

## Skills to be developed

- Discussing
- Singing

## Learning activities

- Learners sing the health song.
- Teacher discusses the importance of good hygiene practices. Learners

identify these practices from the chart.

- Learners mime the different hygiene practices they know as they play the game, 'I do this/ *Kana ndikadai/Ungakwenza lokhu.*'
- Learners sing the health song.

## Tuesday

## Topic: Coordination skills - Suspended ball activities

## Objectives

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

- strike a suspended ball to the direction of a partner
- demonstrate safe techniques in striking objects

## Skills to be developed

- Ball striking

## Learning activities

- Learners walk briskly around the play centre.
- Learners make a big circle and then do star jumps.
- The teacher demonstrates how to strike a suspended ball to the direction of a partner using hands.
- In groups, learners practice striking suspended balls to their partners.

## Wednesday

### Topic: Aquatic skills - Water familiarisation and safety

#### Objectives

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

- discuss the pictures of children blowing bubbles in water
- blow bubbles in water

#### Skills to be developed

- Discussing
- Bubble blowing

#### Learning activities

- Teacher discusses the pictures of children blowing bubbles in water with the learners. The pictures are shown in their readers on page 31.
- Learners are each given a small container of mildly soapy water with a straw. One of the learners demonstrates blowing bubbles in water.
- Learners play with their water, blow bubbles in it and then watch the bubbles float away.
- As they blow the bubbles, the learners also try to observe the colours of the bubbles.

## Thursday

### Topic: Kids athletics - Continuous double footed jump

#### Objectives

- By the end of the lesson, the learner should be able to: perform the continuous double footed jump in one direction

#### Skills to be developed

- Jumping

#### Learning activities

- Learners watch a short video clip on a child performing a continuous double footed jump in one direction.
- Teacher discusses the jump being shown in the video with the learners.
- A few learners try out the continuous double footed jump in one direction.
- All learners practice performing the continuous double footed jump in one direction as a class and then in groups. The teacher goes around assisting those who have challenges.

## Friday

### Topic: Play and game skills - Ball striking

#### Objectives

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

- draw a bat/racket by joining the dotted lines
- strike a ball to a set target
- play the ball striking game

#### Skills to be developed

- Striking
- Playing

#### Learning activities

- Learners run around the play area in a circle.
- In their workbooks on page 31, learners complete the drawing of a bat/racket by joining the dotted lines.

3. Teacher discusses the use of a bat/racket to strike a ball with the learners.
4. Teacher demonstrates the striking of a ball to a set target like the sand pit using the bat or racket.
4. All learners practice striking a ball to a set target using bats or rackets.

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to talk about the pictures demonstrating good personal hygiene?</b>			
<b>Is the learner able to sing the hygiene song?</b>			
<b>Is the learner able to identify some good personal hygiene activities?</b>			
<b>Is the learner able to perform continuous double footed jump in one direction?</b>			
<b>Is the learner able to join dotted lines to draw a bat or racket?</b>			
<b>Is the learner able to discuss the pictures of children blowing bubbles in water?</b>			
<b>Is the learner able to strike a ball to a set target?</b>			

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- acquire a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

### Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

### Suggested resources

**Monday:** chart on good hygiene practices

**Tuesday:** drum

**Wednesday:** basins, hot and cold water

**Thursday:** sacks

**Friday:** sacks

## Monday

**Topic: Safety and health - Personal hygiene**

### Objectives

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

- identify and describe the different habits of good personal hygiene
- colour the drawing

### Skills to be developed

- Identifying
- Describing
- Colouring

### Learning activities

- Teacher discusses the different good personal hygiene activities from the chart.

- Learners sing the hygiene song whilst demonstrating good hygiene practices like washing hands and bathing.

- In their groups, learners identify and describe the different good personal hygiene activities that children are performing in the pictures shown in their workbooks on page 32. Learners select one of the drawings and colour it.

- Learners sing the health rhyme as they accompany it with the various actions.

## Tuesday

**Topic: Coordination skills - Suspended ball activities**

### Objectives

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

- tap suspended balls with their hands
- strike suspended balls back and forth to each other

### Skills to be developed

- Taping
- Striking

## Learning activities

1. Learners run around the play area throwing balls to themselves and catching them.
  2. At the sound of the drum beat, learners move under the row of suspended balls (the balls should be well spaced to allow for pairs of learners to stand at own space one on each side of the suspended ball. A netball pitch can be used where balls can be tied/suspended onto a long string which would be tied onto the scoring goals, pole to pole)
  3. In their pairs, learners take turns to tap the suspended balls up and down.
  4. Teacher then demonstrates how learners can strike the suspended balls to each other back and forth in their turns.
  5. Learners play with the suspended balls, striking them to each other in their pairs.
2. Teacher discusses safety issues on hot and cold water with the learners whilst emphasising that children should not touch hot objects like water.
  3. Learners put their hands into the cold water basins to feel the temperature.
  4. Teacher demonstrates how water can be splashed by holding two fingers firmly together over water and then releasing the hold with some mild force.
  5. In their groups of threes or fours, learners splash the water with their fingers.

## Wednesday

### Topic: Aquatic skills - Splashing water

### Objectives

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

- a) play with cold water
- b) identify hot water
- c) splash water with their fingers

### Skills to be developed

- Playing with water
- Identifying
- Finger splashing

### Learning activities

1. Learners identify water as hot and cold from the two basins on the teacher's table.

## Thursday

### Topic: Kids athletics - Moving with apparatus for speed

### Objectives

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

- a) discuss pictures of children performing a sack race
- b) move with apparatus for speed

### Skills to be developed

- Discussing
- Moving with apparatus

### Learning activities

1. Learners play the game 'follow the leader' as they perform various actions around the play area.
2. Teacher explains to learners that movement can be made with different apparatus for fun. Learners talk about the pictures of children performing a sack race which are shown in their readers on page 32.

3. Teacher demonstrates how one can get into a sack, hold it tightly and move with it towards a specific target.
4. Learners try out getting into a sack and moving with it towards a set finishing line (about 3 metres away).
5. Learners practice moving with the apparatus (sacks) for speed.

## Learning activities

1. Learners run around the play area in rhythm to the music.
2. At the sound of the whistle, they make circles in their groups.
3. Learners practice moving with speed using equipment, sacks.
4. Learners are placed into two groups and each group is given a colour for their name and easy identification of competitors. The class holds a sack race where each group fields two competitors. Learners take turns in the competition where they move with equipment (sack) for speed until they have all participated in the race.
5. At the sound of the whistle, learners clap hands for themselves for participating in the race, place the equipment together, make a straight line and walk quickly back to the classroom.

## Friday

### Topic: Play and game skills - Sack race

### Objectives

- a) By the end of the lesson, the learner should be able to: use equipment to move with speed
- b) play games to demonstrate moving with speed on apparatus

### Skills to be developed

- Moving with equipment
- Playing
- Racing

### Assessment

	Yes	No	Sometimes
<b>Is the learner able to identify and describe the different habits of good personal hygiene?</b>			
<b>Is the learner able to join the dotted lines to make a drawing?</b>			
<b>Is the learner able to tap the suspended balls with his or her hands?</b>			
<b>Is the learner able to strike suspended balls back and forth to a partner?</b>			
<b>Is the learner able to splash water with his or her fingers?</b>			
<b>Is the learner able to talk about the pictures of children performing a sack race?</b>			
<b>Is the learner able to move with apparatus for speed?</b>			

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- develop a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

### Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

### Suggested resources

**Tuesday:** balancing beam where various non-breakable objects like balls are hung, bats and rackets

**Wednesday:** basins of water and small floating objects, pencils

**Thursday:** bean bags, chart with a picture of children playing the bean bag race

**Friday:** bean bags

### Monday

**Topic: Safety and health - Dangers of poor personal hygiene**

### Objectives

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

- sing the hygiene song whilst demonstrating good hygiene practices
- identify and describe the different dangers of poor personal hygiene

### Skills to be developed

- Singing
- Demonstrating
- Identifying
- Describing

### Learning activities

- Learners sing the hygiene song whilst demonstrating good hygiene practices.
- Learners name and mime the good hygiene practices which are important for growing children.
- Teacher explains the dangers of poor hygiene practices.
- In groups, learners discuss the pictures which show the results of poor personal hygiene shown in their readers on page 33.
- Learners mime the activities that they should do to avoid the situation shown in the pictures.

### Tuesday

**Topic: Coordination skills - Suspended objects activities**

### Objectives

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

- identify and name the different suspended objects
- strike the suspended objects as they count to three
- make music from striking suspended object

## Skills to be developed

- Identifying
- Naming
- Striking
- Music making

## Learning activities

1. Learners identify and name the different suspended objects.
2. Teacher demonstrates how the suspended objects can be struck to produce some sound.
3. Learners experiment with striking various suspended objects to determine the type of sound created.
4. Learners take turns to strike various suspended objects as they count from one to three.
5. Learners sing a song of their own choice and accompany the song with sounds from the suspended objects.

## Wednesday

**Topic: Aquatic skills - Water familiarisation**

### Objectives

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

- a) identify and point to their nose
- b) push floating balls/objects using the nose in the water
- c) draw a circle around the drawing of a nose

### Skills to be developed

- Identifying
- Pushing
- Drawing

## Learning activities

1. Learners identify their nose, eyes and mouth. They then point to their nose and state that, 'This is my nose'.
2. In their workbooks on page 33, learners identify, select and draw a circle around the drawing of a nose from the three drawings.
3. Learners place various floating objects into the water and play with the objects.
4. Teacher demonstrates the pushing of floating objects using nose in the water.
5. Learners push various floating objects in the water using their noses.

## Thursday

**Topic: Kids athletics - Moving with apparatus for positioning**

### Objectives

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

- a) discuss pictures of children performing the bean bag race
- b) move with the bean bags on their heads

### Skills to be developed

- Discussing
- Moving with apparatus

### Learning activities

1. Learners walk around the play area mimicking the movements of different animals, for example, an elephant, a cat, a cow, a lion.

2. Learners sit in pairs in a circle and talk about the picture of children performing the bean bag race. They answer the teacher's questions on the pictures.
  3. Teacher makes a demonstration on how to position a bean bag on the heads and then move with it.
  4. Learners collect their bean bags, practice moving with the bags positioned on their heads and then moving for speed
- b) move around with their bean bags balanced on their heads

**Skills to be developed**

- Balancing
- Racing

**Learning activities**

1. Learners walk around the play area mimicking the movements of women balancing various objects on their heads.
2. All learners collect bean bags from the bean bag container. They balance their bean bags on their heads and move around with them trying not to drop them.
3. Learners are placed into three groups and then each group fields participants for the bean bag races.
4. All learners have a chance to compete in the bean bag races.

**Friday**

**Topic: Play and game skills - Bean bag race**

**Objectives**

- a) By the end of the lesson, the learner should be able to:balance their bean bags on their heads

**Assessment**

Name of child	Are learners able to identify and describe the different dangers of poor personal hygiene?	Are learners able to identify and name the different suspended objects?	Are learners able to move with bean bags on their heads?	Are learners able to strike the suspended objects as they count to three?	Are learners able to make music by striking suspended object?	Are learners able to push floating balls or objects using their noses in the water?
Betty						
Jane						
Paul						

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

## Suggested resources

**Tuesday:** balls

**Wednesday:** basins of water and small floating objects

**Thursday:** crayons, bean bags

**Friday:** long beam

## Monday

**Topic: Safety and health - Types of healthy food**

## Objectives

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

- identify and name the healthy foods shown in the pictures
- discuss the importance of eating healthy food
- select their favourite food from the pictures

## Skills to be developed

- Identifying
- Naming
- Discussing
- Selecting

## Learning activities

- Teacher discusses the importance of eating healthy food with the learners.
- In groups of three, learners identify and name good food from the pictures in their readers on page 34.
- Learners name the healthy foods shown in the pictures as a class.
- Learners identify their favourite food from the pictures.

## Tuesday

**Topic: Coordination - Throwing**

## Objectives

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

- throw a ball to partner
- execute movements in a sequence with ease

## Skills to be developed

- Throwing

## Learning activities

- Learners make circles with their arms and legs.
- Teacher performs a demonstration on how to throw a ball to a partner with both hands. Teacher then

throws a ball to each learner and each learner throws the ball back.

3. Learners practice throwing a ball to a partner. Teacher moves around assisting those who have challenges.
4. All learners throw their balls into the sand pit.

## Wednesday

### Topic: Aquatic skills - Pushing floating objects

#### Objectives

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

- a) identify and point to their noses
- b) push floating balls/objects using the noses in the water

#### Skills to be developed

- Identifying
- Pushing

#### Learning activities

1. Teacher explains that floating objects can be moved around in water. Learners observe the different floating objects being moved around in the water.
2. Learners place various floating objects into the water and play with the objects.
3. Teacher demonstrates how to push floating objects in the water using the nose.
4. All learners identify their eyes, mouth, ears and nose. They touch their noses and say, 'This is my nose'.
5. Learners push various floating objects in the water using their noses.

## Thursday

### Topic: Kids athletics – Moving with apparatus for positioning

#### Objectives

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

- a) colour the drawing
- b) balance bean bags and move with them for speed

#### Skills to be developed

- Colouring
- Balancing

#### Learning activities

1. Learners make star jumps around the play area.
2. Two learners demonstrate the balancing of bean bags on their heads to the rest of the class to remind them of how it should be done.
3. Learners are placed into two groups and the groups stand in two lines facing each other. Learners from one group balance their bean bags on their heads before moving with them to the other group of learners where they hand over the bean bags to their partners in the other group.
4. Learners move with bean bags positioned on their heads for speed back and forth the two lines to exchange the bean bags.
5. Learners turn to the blank page of their workbooks on page 34. Learners draw a picture of a child performing the bean bag race. Learners colour their pictures.

# Friday

## Topic: Play and game skills - Bank and river game

### Objectives

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

- a) play the game 'Bank and river'.
- b) execute movements in sequence with ease

### Skills to be developed

- Jumping
- Playing

### Learning activities

### Assessment

Name of child	Are learners able to identify and name the healthy food shown in the pictures?	Are learners able to select their favourite food from the pictures?	Are learners able to throw a ball to partner?	Are learners able to push floating balls or objects using the nose in the water?	Are learners able to draw and colour the drawing of a child performing a bean bag race?	Are learners able to balance bean bags and move with them with speed?
Betty						
Jane						
Paul						

1. Learners jump and sprint around the same spot in their playing area.
2. Learners stand in a line and a beam is placed on the right side of the learners. Teacher explains that the beam represents the river whilst the ground on the left of the beam represents the bank.
3. Teacher demonstrates how to jump to the right (river) and then back to the left (bank).
4. Learners play the game of jumping over the rope or beam to the left and to the right- Learners play the river and bank game as a class.

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- develop a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

## Suggested resources

**Monday:** crayons

**Tuesday:** balls

**Wednesday:** basins of water and small floating objects

**Thursday:** video, balls, tyres, hula hoops

**Friday:** skipping ropes, mats

## Monday

## Topic: Safety and health - Healthy food

## Objectives

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

- recite the health rhyme
- identify and name healthy foods
- choose and colour their favourite fruit out of three

## Skills to be developed

- Reciting
- Naming
- Colouring

## Learning activities

- Learners recite the health rhyme
- Teacher discusses with the learners the importance of eating healthy

food for growing children.

- Learners name the healthy foods shown on the chart.
- In their workbooks on page 35, learners colour their favourite fruit out of the three given.
- They name and describe the fruit to their friends.

## Tuesday

## Topic: Coordination skills - Throwing

## Objectives

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

- throw a ball to a partner
- demonstrate elementary skills of coordination

## Skills to be developed

- Throwing

## Learning activities

- Learners jump around the play area in response to the drumbeat.
- At the sound of the whistle, learners join hands and make a circle.
- Teacher demonstrates throwing a ball to a partner as the learners observe.
- In pairs, learners practice throwing a ball to a partner.

## Wednesday

### Topic: Aquatic skills - Pushing floating objects

#### Objectives

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

- describe what is taking place in the pictures
- push floating objects around the water basin using their forehead

#### Skills to be developed

- Describing
- Pushing

#### Learning activities

- Teacher discusses with learners the picture of children pushing floating objects in water. The picture is in their readers on page 35.
- Learners select objects of their choices to place into the water basins placed in front of them all.
- Teacher demonstrates how to push the floating objects around the water using different body parts. Learners then play with the floating objects and push them around with their various body parts.
- Learners push the floating objects around the water with their foreheads.

## Thursday

### Topic: Kids athletics - Moving with apparatus for direction

#### Objectives

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

- move with apparatus for direction

## Skills to be developed

- Moving with apparatus

## Learning activities

- Teacher shows learners a very short video clip of hoping grasshoppers. Learners hop around the play area like grasshoppers.
- Teacher discusses the picture of children rolling their balls towards the goal post with the learners.
- Teacher demonstrates how to roll or move with a ball/tyre/hula hoop towards the goal post.
- Learners practice moving with their different apparatus towards the goal post.

## Friday

### Topic: Play and game skills - River and bank game

#### Objectives

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

- play the game river and bank
- execute movements in a sequence with ease

#### Skills to be developed

- Playing

#### Learning activities

- Learners use their skipping ropes to skip around the play area as they count to three.
- Teacher explains the rules of the game and shows learners the river and the bank.
- Learners learner stand on the river bank (grassy and sandy area) alongside the river (created from mats).
- Learners play the game. Teams change sides to allow all learners to play inside.

## Assessment

Name of child	Are learners able to recite the health rhyme?	Are learners able to identify and name healthy foods?	Are learners able to describe what is happening in the picture?	Are learners able to choose and colour their favourite fruit out of three?	Are learners able to throw a ball to a partner?	Are learners able to push floating objects around the water basin using their forehead?	Are learners able to play the river and bank game?
Betty							
Jane							
Paul							

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- provide learners with a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

## Suggested resources

**Tuesday:** balls

**Wednesday:** crayons, basins/small buckets of water

**Thursday:** chart showing a picture of children rolling their balls towards a goal post, balls

**Friday:** balls, container for throwing balls into

## Monday

### Topic: Safety and health - Unhealthy food

## Objectives

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

- a) name and identify unhealthy food from the pictures

## Skills to be developed

- Naming
- Identifying

## Learning activities

1. Learners recite the health rhyme.
2. Teacher discusses the importance of eating healthy food and avoiding unhealthy food with the learners.

3. Learners identify and name the unhealthy food shown in their readers on page 36.

4. As a class, learners play the healthy food game where they all stand up. When the teacher mentions a healthy food, they sit and when the teacher names an unhealthy food, they stand.

## Tuesday

### Topic: Coordination skills - Aiming

## Objectives

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

- a) aim a ball to hit a set target
- b) roll a ball to a set target

## Skills to be developed

- Aiming
- Rolling

## Learning activities

1. Learners fly freely like birds or butterflies around the play area as they sing the song:
2. At the blow of the whistle, learners join hands and make a circle.
3. Learners practice aiming a ball at a target and rolling it towards a set target.

- Learners stand in a row and engage in a ball rolling race.
  - They make a circle and play the game 'Dance around together'.
- roll the ball towards the goal post to hit a stationary targett

## Wednesday

### Topic: Aquatic skills - Splashing

#### Objectives

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

- colour the water in the drawing
- splash water onto plants

#### Skills to be developed

- Colouring
- Splashing

#### Learning activities

- Learners talk about the pictures of children playing and splashing water which is in their workbooks on page 36.
- They colour the drawing.
- Teacher shows learners how they splash water onto the plants or flowers in a garden.
- Learners play with water in open shallow basins and splash it onto the plants.

## Thursday

### Topic: Kids athletics - Moving with apparatus for direction

#### Objectives

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

- discuss the picture shown on a chart

#### Skills to be developed

- Discussing
- Ball rolling

#### Learning activities

- Learners make circles with their arms and legs.
- In groups, learners talk about the chart showing a picture of children rolling their balls towards a goal post.
- Teacher demonstrates how to roll their balls towards a goal post.
- Learners practice rolling their balls towards a goal post.

## Friday

### Topic: Play and game skills - Throwing

#### Objectives

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

- throw balls into a big container
- demonstrate aiming at a target through ball throwing

#### Skills to be developed

- Playing
- Throwing

#### Learning activities

- Learners play around in their hula hoops.
- Teacher demonstrates how to throw a ball into a basket.
- Learners are placed into two groups. Each group goes into the marked rectangular game area. Learners from each of the groups

- take turns to throw balls into the container as shown by the teacher.
4. Learners play the game. They then

- count the balls for each team.
5. The class claps hands for the winning team.

### Assessment

<b>Name of child</b>	<b>Are learners able to name and identify healthy and unhealthy food from a chart?</b>	<b>Are learners able to read pictures of unhealthy food shown in their readers?</b>	<b>Are learners able to aim a ball to hit a set target?</b>	<b>Are learners able to colour the water which the children are splashing in their workbooks?</b>	<b>Are learners able to splash water onto plants?</b>	<b>Are learners able to roll the ball towards the goal post?</b>
Betty						
Jane						
Paul						

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

## Suggested resources

**Monday:** chart showing children carrying out some personal hygiene activities

**Tuesday:** balls

**Wednesday:** chart showing children playing at the pool, mildly soapy water in basins and straws

**Thursday:** hula hoops, tyres

**Friday:** balls

## Monday

**Topic: Safety and health - Personal hygiene**

## Objectives

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

- recite the health rhyme
- identify and describe the personal hygiene activities shown in the pictures

## Skills to be developed

- Reciting
- Identifying
- Describing

## Learning activities

- Learners recite the health rhyme
- Teacher discusses the importance of good personal hygiene with the learners.
- Learners identify and describe the different personal hygiene activities being carried out by the children shown on the chart.
- Learners mime the activities shown in the pictures.
- Teacher explains the importance of each activity.

## Tuesday

**Topic: Coordination skills- Aiming**

## Objectives

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

- aim a ball at a target

## Skills to be developed

- Aiming

## Learning activities

- Learners throw balls at themselves and catch them.
- Teacher explains and demonstrates to learners aiming a ball at a target on the wall.
- Learners practice aiming the balls at marked places on the wall.

4. All learners stand in a row and take turns in aiming the ball at a target.

## Skills to be developed

- Moving

## Wednesday

### Topic: Aquatic skills - Floating

#### Objectives

- a) By the end of the lesson, the learner should be able to: discuss the importance of knowing how to float in water
- b) identify the various floating devices shown in the pictures
- c) blow bubbles in water

#### Skills to be developed

- Discussing
- Identifying
- Bubble blowing

#### Learning activities

1. Learners talk about the pictures of children at the pool shown on the chart. They describe what the children are doing.
2. Teacher discusses the importance of being safe in water by learning how to float and swim.
3. Learners identify the floating device shown in the pictures in their readers on page 37
4. Learners play a game of blowing bubbles in water and watch them float away.

## Thursday

### Topic: Kids athletics - Moving with apparatus for space

#### Objectives

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

- a) move around with apparatus

#### Learning activities

1. Learners join hands and sing the song, "Dance around together" accompanying it with the relevant actions.  
Dance around together  
In the sunny weather  
Until, Until  
We all fall down
2. Teacher demonstrates how one can move around with a hula hoop or tyre.
3. Learners play around moving with different apparatus in space.

## Friday

### Topic: Play and game skills-running and collecting a ball

#### Objectives

- a) By the end of the lesson, the learner should be able to: run and collect a ball from a partner
- b) colour the drawing
- c) demonstrate proper running mechanisms

#### Skills to be developed

- Running
- Collecting a ball from a partner
- Colouring

#### Learning activities

1. Learners colour the drawing of a child collecting a ball from a partner. The drawing is in their workbooks on page 36
2. Learners show each other their work.
3. Learners jog to the play area.
4. Teacher demonstrates how to collect a ball from a partner.
5. Learners practice collecting balls from their partners.

## Assessment

<b>Name of child</b>	<b>Are learners able to recite the health rhyme?</b>	<b>Are learners able to identify and describe the personal hygiene activities shown in the pictures?</b>	<b>Are learners able to discuss the importance of knowing how to float in water?</b>	<b>Are learners able to identify the various floating devices shown in the pictures?</b>	<b>Are learners able to blow bubbles in water?</b>	<b>Are learners able to run and collect a ball from a partner?</b>
Betty						
Jane						
Paul						

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

## Source of matter

ECD A Physical Education Syllabus  
pages 6-10, 11-17 and 47-49

## Suggested resources

**Tuesday:** skipping ropes, balls

**Wednesday:** chart showing children wading in water

**Friday:** balls

## Monday

**Topic: Safety and health - Environmental hygiene**

## Objectives

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

- recite the health rhyme
- identify pictures showing good environmental hygiene

## Skills to be developed

- Reciting
- Identifying

## Learning activities

- Learners recite the health rhyme:  
Healthy living  
A healthy, healthy life  
Eat good food  
Be clean  
A healthy, healthy life
- Teacher discusses the importance

of environmental hygiene with the learners.

- Learners identify and talk about the good environmental practices shown in the pictures in the learners' reader on page 38
- Learners recite the health rhyme

## Tuesday

**Topic: Coordination skills - Receiving without equipment**

## Objectives

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

- receive a ball without equipment

## Skills to be developed

- Receiving

## Learning activities

- Learners skip freely around the play area.
- Learners make a circle and the teacher gives an explanation accompanied by a demonstration on how to receive a ball without equipment. Teacher gives the following instructions to the learners:
  - Plant your feet firmly on the ground
  - Reach out for the ball

- Cup your fingers
  - Catch the ball
3. Learners practice catching the ball as the teacher goes around the circle throwing the ball to each one of them.
  4. In pairs, learners practice receiving a ball without equipment.

## Wednesday

### Topic: Aquatic skills - Wading

- a) By the end of the lesson, the learner should be able to demonstrate how to wade in water

### Skills to be developed

- Wading

### Learning activities

1. Teacher discusses the pictures of children wading in water with the learners. The pictures are shown on the chart.
2. Teacher demonstrates the act of wading in water.
3. In cases where there are pools, learners practice wading in the pool. Where the pools are not available, learners practice wading on the ground or in sand pits.

## Thursday

### Topic: Kids athletics - Bend running

### Objectives

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

- a) run on the track demonstrating proper running techniques
- b) negotiate a bend when running
- c) draw a line to connect the dotted

line along a bend on an athletics track in workbook

### Skills to be developed

- Running
- Bend negotiating
- Drawing

### Learning activities

1. Learners walk briskly around the play area, kicking the air.
2. At the sound of the whistle, learners hold hands and make a circle.
3. Teacher explains how to negotiate a bend when running.
4. Learners practice running around the bend of the infant athletics track.
5. In their workbooks on page 38, learners complete the dotted lines to show the bend on an athletics track.

## Friday

### Topic: Play and game skills - Receiving a ball

### Objectives

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

- a) demonstrate receiving the ball and cradling it to the chest with two hands

### Skills to be developed

- Receiving

### Learning activities

1. Learners throw the balls to themselves and catch.
2. Teacher demonstrates how to receive the ball and cradle it to the chest.
3. Learners practice receiving the ball.

## Assessment

Name of child	Are learners able to recite the health rhyme?	Are learners able to identify pictures showing good environmental hygiene?	Are learners able to receive the ball and cradle it to the chest with two hands?	Are learners able to run around a bend?	Are learners able to demonstrate how to wade in water?	Are learners able to draw a line to connect the dotted lines along a bend on an athletics track?
Betty						
Jane						
Paul						

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- enjoy a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

**Source of matter**

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

**Suggested resources**

**Tuesday:** balls, hats, scarves

**Wednesday:** video clip of people walking in shallow water

**Thursday:** cones, paste and cut out cone shapes

**Monday**

**Topic: Safety and health - Exercise and health**

**Objectives**

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

- describe the exercises being carried out by the children in the pictures

**Skills to be developed**

- Discussing
- Playing a game

**Learning activities**

- Learners walk around the play centre before moving into a circle at the sound of the drum.
- The teacher demonstrates some axial movement like bending slowly to touch knees, then toes and also bending to the sides.

- Learners describe the activities being carried out by children shown in the pictures in their readers on page 39.
- Learners then perform the activities after the teacher. They play the game, 'If I do this ----' whilst practising bending and other exercises.

**Tuesday**

**Topic: Coordination skills - Receiving with equipment**

**Objectives**

- By the end of the lesson, the learner should be able to: receive a ball with equipment

**Skills to be developed**

- Receiving

**Learning activities**

- Learners hop freely around the play area. They stop at the sound of the whistle to make a circle.
- Learners perform star jumps as a class.
- Teacher demonstrates how to receive a ball with equipment.
- Learners practice receiving the balls with equipment like hats, scarves and so on in pairs.

## Wednesday

### Topic: Aquatic skills - Wading in water

#### Objectives

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

- move in shallow water with feet immersed
- demonstrate safe entry and exit into water bodies

#### Skills to be developed

- Wading

#### Learning activities

- Learners watch a video clip of people walking in shallow water with their feet immersed in water.
- Teacher discusses the art of wading in shallow water (water that flows freely after rains) with the learners. Teacher explains that water bodies can be dangerous and so they can only be approached with the assistance of adults.
- In groups, learners practice moving slowly without lifting feet too high either on the mats or in the shallow/wading pool.
- Learners recite the water poem:  
Let us be safe in the water  
Safe, safe, safe  
Let us be safe always.

## Thursday

### Topic: Kids athletics - Obstacle clearing

#### Objectives

- By the end of the lesson, the learner should be able to: clear obstacles when running
- paste the picture of a cone as an

obstacle to a running boy in the workbook

#### Skills to be developed

- Obstacle clearing (running)
- Pasting

#### Learning activities

- Learners skip freely around the play area.
- Teacher explains the importance of clearing obstacles when running. Teacher explains how to clear obstacles when running.
- Teacher demonstrates how to go around obstacles like cones when running.
- Learners practice avoiding the cones as they run towards the finishing line.
- Learners paste the picture of a cone to create an obstacle for a running boy in their workbooks on page 39.
- Learners show each other their work.

## Friday

### Topic: Play and game skills - Dodge the lion

#### Objectives

- By the end of the lesson, the learner should be able to:
- dodge an opponent while executing movements in sequence.

#### Skills to be developed

- Playing
- Dodging

#### Learning activities

- Teacher discusses the rules of dodge the lion with the learners.
- Learners choose either to be lions or

children in the game. The mothers are also selected.

4. The mothers are placed at both sides of the clearly demarcated playing area, children stand with one of the mothers and lions stand

in the middle. The other mother calls the children to her side and as they run and dodge the lions, some children are caught by the lions. Those who have been caught turn into lions.

### Assessment

<b>Name of child</b>	<b>Are learners able to identify the exercises being carried out by the children in the pictures?</b>	<b>Are learners able to receive a ball with equipment?</b>	<b>Are learners able to move in shallow water with feet immersed?</b>	<b>Are learners able to paste a picture of a cone to create an obstacle for the boy who is running?</b>	<b>Are learners able to dodge an opponent?</b>
Betty					
Jane					
Paul					

## Aims

To help learners:

- make informed decisions about health, safety and well being
- develop basic Physical Education skills
- develop a sense of fun, enjoyment and entertainment
- acquire team building skills, confidence and self-esteem.

**Source of matter**

ECD A Physical Education Syllabus pages 6-10, 11-17 and 47-49

**Suggested resources**

**Tuesday:** balls, crayons

**Wednesday:** water in basins, plastic toys

**Thursday:** balls

**Friday:** balls

**Monday**

**Topic: Safety and health – Activities for good health**

**Objectives**

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

- perform different exercises and activities
- demonstrate exercise that enhance muscular development

**Skills to be developed**

- Activity performing
- Playing

**Learning activities**

- Learners run freely around the play centre before moving into a circle.
- The teacher demonstrates some

axial movement like stretching.

- Learners then perform the activities after the teacher.
- They play the game, 'If I do this ---' whilst practising the stretching of the different parts of the body.

**Tuesday**

**Topic: Coordination - Receiving with equipment**

**Objectives**

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

- receive a ball with equipment
- colour the drawing

**Skills to be developed**

- Receiving
- Colouring

**Learning activities**

- Learners jump around the play centre in response to some music. They then make circles with their arms.
- Teacher demonstrates how to reach out for the ball and receive it with apparatus like plastic basins, hats or scarves in a manner which allows all parts to flow smoothly towards

the ball.

- Learners make a circle and each learner is given an opportunity to receive the ball with an apparatus of their own choice.
- Learners colour the drawing of a boy receiving a ball with a form of a net cloth. The drawing is in the learners' workbooks on page 40.

## Wednesday

**Topic: Aquatic skills  
- Exchanging  
things in water**

### Objectives

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

- exchange some toys in water
- identify the different items in water by feeling them

### Skills to be developed

- Playing
- Exchanging
- Identifying

### Learning activities

- Learners name the different plastic toys shown in their readers on page 40. (Similar toys are going to be used in the water game in this lesson).
- Teacher explains to learners the importance of safety when playing and why they should not push each other into water bodies.
- Each group is assigned to a container of water where they are given instructions to close their eyes and exchange a toy under the water. One of the learners gives a

toy to the partner who must feel the toy first and then state what it is before opening their eyes to see if they correctly identified the toy.

- Learners play the water toy game as pairs in their groups.

## Thursday

**Topic: Kids athletics  
- Whole body  
throwing**

### Objectives

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

- demonstrate a whole body throw

### Skills to be developed

- Throwing

### Learning activities

- Learners run around the play area. They then make a circle to perform the star jump as demonstrated by the teacher.
- Teacher demonstrates how to conduct the whole body throw.
- Learners practice the whole body throws in pairs as the teacher goes around assisting those with challenges.

## Friday

**Topic: Play and game  
skills**

### Objectives

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

- throw a ball to a partner
- demonstrate proper sending and receiving skills

## Skills to be developed

- Throwing

## Learning activities

1. Learners play the fly away game where they run around the play area pretending to fly like different birds.
2. At the blow of the whistle, they join hands and make a circle.
3. Two pre-coached learners demonstrate how to throw a ball to a partner.
4. In pairs, learners practice throwing a ball to a partner.
5. At the sound of the drumbeat, learners make a circle and pass balls to each other so that those who are nearest to the containers can place them in.

## Assessment

Name of child	Are learners able to perform different activities after the teacher?	Are learners able to throw a ball to a partner?	Are learners able to execute the whole body throw of a ball?	Are learners able to exchange some toys in water?	Are learners able to identify the different items in water by feeling them?	Are learners able to colour the drawing of a boy receiving a ball with an apparatus?
Betty						
Jane						
Paul						

## **ECD A Physical Education Teacher's Guide**

- is written in line with the new curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022)
- is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons
- explicitly and clearly guides the teacher on how to execute lessons as per the new curriculum requirements
- tallies very well with the learner's book and workbook
- empowers the teacher with skills and expertise in using the book
- book's layout lessens the teacher's burden in executing the lessons
- the book gives room to the teacher to collect materials for the lessons
- structure of the book is easy to understand and use
- provides functional and useful background information to guide learners to acquire knowledge through the child centred methodologies
- topics have been well arranged in a manner which allows a good flow of lessons for better comprehension of skills and concepts by learners
- has assessment activities at the end of each chapter to guide the teacher in assessing learners' progress.

**Approved by the Ministry of Primary and Secondary Education, July 2019**

