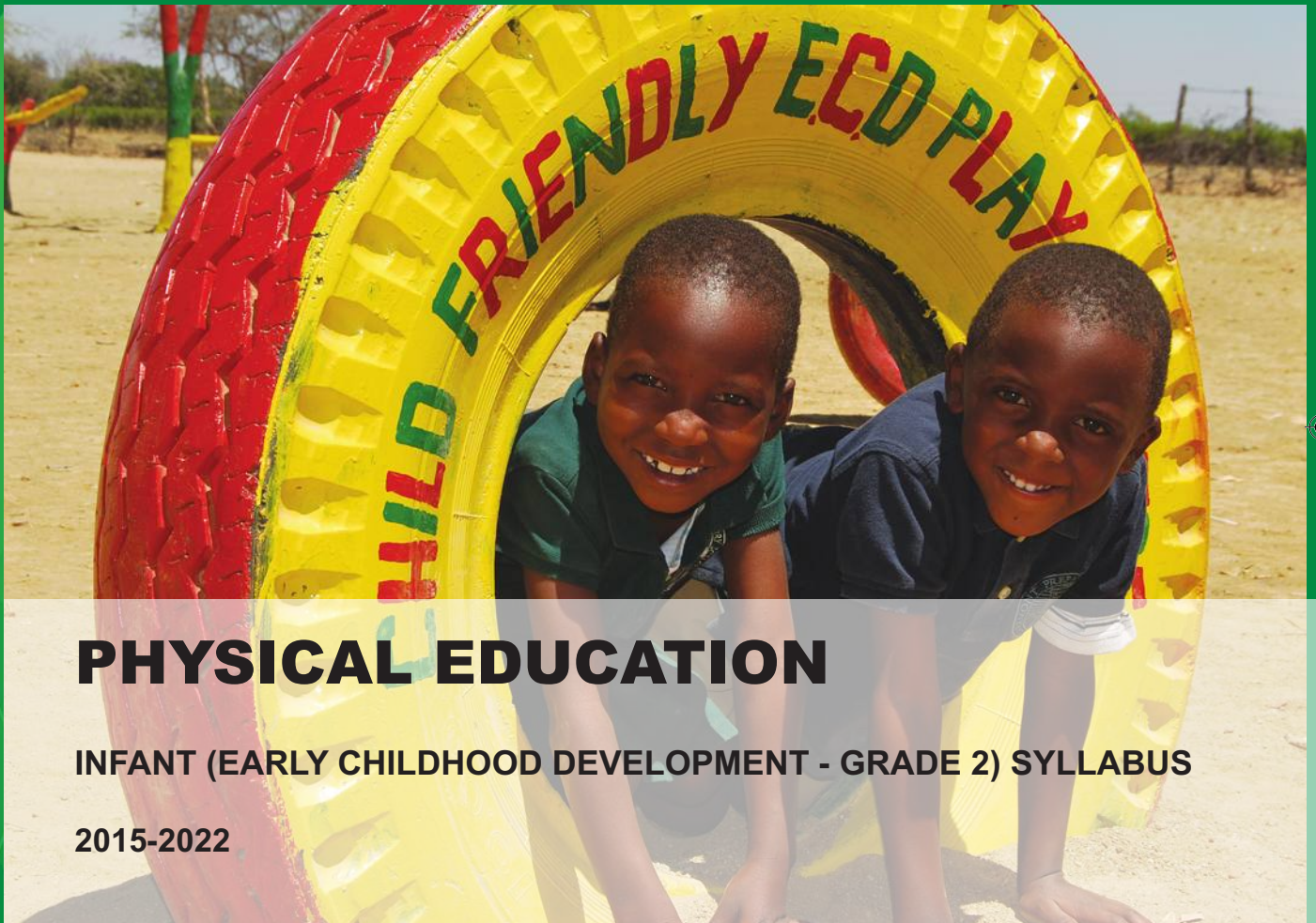




**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**



# **PHYSICAL EDUCATION**

**INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS**

**2015-2022**

Curriculum Development Unit  
P.O. BOX MP133  
Mount Pleasant  
Harare

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- Bindura University of Science Education

## Physical Education

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### 1.0 PREAMBLE

#### 1.1 Introduction

This Physical Education Syllabus is designed for Infant Learners (Early Childhood Development to Grade 2). It provides core study areas for Physical Education. The syllabus is designed to ensure access to a Physical Education Curriculum regardless of gender, race, religion, handicap and learners' current level of Physical Education performance. It also serves as a base on which to build the learners' enterprising skills.

The syllabus promotes the development of psychomotor skills as well as ensuring that learners develop socially, physically, emotionally, morally and cognitively. It serves as a firm foundation for all Physical Education learning experiences. This syllabus also acts as a pathway for entry into Junior School Physical Education studies.

**Please note: At this stage, learners still have soft bones susceptible to green stick fractures therefore safety precautions are a pre- requisite.**

#### 1.2 Rationale

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

#### 1.3 Summary of Content

The Infant School Physical Education Syllabus will cover theory and practical activities in human body, safety and health, balances, locomotion/movement, coordination, aquatic skills, play and game skills and kids athletics.

#### 1.4 Assumptions

The syllabus assumes that learners:

- like physical activities such as rolling, throwing, catching, jumping and skipping
- enjoy manipulating objects
- enjoy playing in groups
- adore playing with water
- respond to given stimuli
- are able to make use of Information and Communication Technology and e-learning tools.

#### 1.5 Cross Cutting Themes

In order to foster competency development for further studies, life and work, the following cross-cutting priorities have to be taken into consideration in the teaching and learning of Physical Education:

- Gender and Equality
- Equity
- Children's Rights
- Disaster Risk Management

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- Sexuality, HIV and AIDS
- Information Communication Technology and e-learning tools
- Child Protection
- Heritage Studies
- Collaboration
- Environmental Issues

### 2.0 PRESENTATION OF THE SYLLABUS

This Infant School Physical Education Syllabus is in the form of one document. The topics are set in a progressive manner from ECD to Grade 2. The syllabus caters for learners in the Infant School Level (Early Childhood Development to Grade 2).

### 3.0 AIMS

The syllabus aims to help learners to:

- 3.1 make informed decisions about health, safety and well being
- 3.2 develop basic Physical Education related skills
- 3.3 acquire team building skills, confidence and self esteem
- 3.4 inculcate aesthetic awareness of beauty in motion
- 3.5 develop an appreciation of diverse cultural values of Zimbabwean society
- 3.6 foster a collective spirit based on Zimbabwean norms and values ( Unhu/ Ubuntu/Vumunhu)
- 3.7 provide learners with a sense of fun, enjoyment and entertainment
- 3.8 develop a sense of fair play, achievement and self-awareness
- 3.9 establish a firm foundation for further studies in Physical Education

### 4.0 SYLLABUS OBJECTIVES

By the end of the Infant School level, learners should:

- 4.1 identify different parts of the human body
- 4.2 apply principles and rules of safety and responsibility related to themselves, others, equipment and facilities
- 4.3 demonstrate an understanding of the link between physical activity and optimum health.
- 4.4 explore a variety of balancing skills
- 4.5 demonstrate coordination of body parts



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- 4.6 demonstrate athletic skills of running, jumping and throwing
- 4.7 acquire social skills related to the cultural values of a Zimbabwean society
- 4.8 exhibit a sense of accomplishment and enjoyment through a variety of activities
- 4.9 demonstrate improvement in flexibility, strength and endurance
- 4.10 execute basic aquatic skills
- 4.11 demonstrate team work, sportsmanship, fair play and honesty

## 5.0 METHODOLOGY AND TIME ALLOCATION

### 5.1 Methodology

The methods suggested below overlap, are mutually supportive and not exhaustive. They all allow or enhance a natural exploration process. Engagement of resource persons is encouraged.

- Demonstration
- Discovery / guided discovery
- Problem solving
- Experimentation
- Discussion
- Word games/puzzles
- Quizzes, poems and rhymes
- Telling and listening to stories
- Song and dance
- Role play, drama and animation
- Simulation and questioning
- Group projects
- Educational tours
- Command
- Reciprocal

**N.B: It is advisable that the learner be exposed to more than one method in a lesson.**

### 5.2 Time Allocation

**Early Childhood Development:** to receive five 20 minute periods per week  
**Grade 1 and 2:** to receive five 30 minute periods per week

Infants need this time, for it is at this stage that learners develop and acquire most of the basic Physical Education skills. These skills lay a foundation for socialisation, teamwork and collaboration which are the fundamental principles for participation in individual performances to team activities.

## Physical Education

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### 6.0 TOPICS

- 6.1 Human Body
- 6.2 Safety and Health
- 6.3 Balances
- 6.4 Locomotion/Movement
- 6.5 Coordination
- 6.6 Aquatic skills
- 6.7 Play and Game skills
- 6.8 Kids Athletics



## Physical Education

## 7.0 SCOPE AND SEQUENCE

## 7.1 TOPIC 1: HUMAN BODY

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

## 7.2 TOPIC 2: SAFETY AND HEALTH

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

## Physical Education

## 7.3 TOPIC 3: BALANCES

SUB-TOPIC	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<b>Weight Bearing/Balances</b>	<ul style="list-style-type: none"> <li>• Basic solo and general balances               <ul style="list-style-type: none"> <li>- Individually</li> <li>- In pairs</li> <li>- In groups</li> </ul> </li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic general balances               <ul style="list-style-type: none"> <li>- In pairs</li> <li>- In groups</li> <li>- On apparatus</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Balance on or with prescribed apparatus</li> <li>• Balancing and creating prescribed shapes and formations</li> <li>• Weight transfer</li> <li>• Moderate motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Balance on prescribed apparatus</li> <li>• Balancing and creating enhanced shapes and formations</li> <li>• Moderate motor skills</li> </ul>

## 7.4 TOPIC 4: LOCOMOTION/MOUEMENT

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

## Physical Education

## 7.5 TOPIC 5: COORDINATION

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

## 7.6 TOPIC 6: AQUATIC SKILLS

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

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## 7.7 TOPIC 7: PLAY AND GAME SKILLS

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

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## 7.8 TOPIC 8: KIDS ATHLETICS

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

## Physical Education

## 8.0 COMPETENCY MATRIX (ECD A)

## TOPIC 1: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>My Body</b>	<ul style="list-style-type: none"> <li>• identify and name parts of the human body</li> <li>• differentiate between males and females</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• External and internal parts of the human body</li> <li>• Human beings are of different sexes</li> </ul>	<ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “ Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Role playing left and right orientation</li> <li>• Drawing the human body</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modelling a human body</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative and Block play area</li> <li>• Songs and rhymes</li> <li>• Charts with human body</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• Clay and play dough</li> <li>• Paper glue</li> <li>• Educational Magazines</li> <li>• Papier-Mache</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> </ul>



## Physical Education

## TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Safety</b>	<ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment.</li> <li>• discuss playing area safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Safety rules in and around the playing area</li> <li>• Safety rules with self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, naming and classifying objects as hazardous and non-hazardous</li> <li>• Collecting litter around the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Skittles and cones</li> <li>• Age appropriate and safe equipment</li> <li>• ICT and e-learning tools</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Play to keep healthy and fit</li> <li>• Play and exercise to keep healthy and fit</li> <li>• Eat healthy food</li> <li>• Personal and environmental hygiene</li> <li>• Eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping</li> <li>• Demonstrating axial movements activities such as bending, stretching, lifting and twisting</li> <li>• Sliding on the slides</li> <li>• Swinging</li> <li>• Practising different activities while enjoying the fresh air and sunshine</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Swings</li> <li>• Monkey bars</li> <li>• Pictures</li> <li>• Books with songs and stories</li> <li>• Charts on health issues</li> <li>• ICT and e-learning tools</li> <li>• Puppets</li> <li>• Food samples</li> <li>• Household tools</li> <li>• See saws</li> <li>• Spring boards</li> </ul>

## Physical Education

## TOPIC 3: BALANCES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Weight Bearing/Balancing</b>	<ul style="list-style-type: none"> <li>• balance on different points</li> <li>• transfer and bear weight</li> </ul>	<ul style="list-style-type: none"> <li>• Solo balances</li> <li>• Moderate motor skills</li> <li>• Basic general balances:               <ul style="list-style-type: none"> <li>- in pairs</li> <li>- in groups</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing on various points:               <ul style="list-style-type: none"> <li>- one point</li> <li>- two points</li> <li>- three points</li> <li>- four points</li> <li>- five points</li> <li>- six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing on each other</li> <li>• Matching balances</li> <li>• Linking balances in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sticks</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Skittles and cones</li> <li>• Improvised age appropriate safe equipment</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 4: LOCOMOTION/MOVEMENT

SUB - TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Elementary Movement</b>	<ul style="list-style-type: none"> <li>• move from point A to point B under given instruction</li> <li>• move from point A to point B with and on apparatus to a given direction</li> </ul>	<ul style="list-style-type: none"> <li>• Free movement</li> <li>• Free movement with apparatus</li> <li>• One time motion</li> <li>• Continuous motion</li> </ul>	<ul style="list-style-type: none"> <li>• Moving in any direction with contrasting qualities (heavy and light)</li> <li>• Walking, running, jumping, rolling, skipping without or with apparatus</li> <li>• Travelling on hands and on feet</li> </ul>	<ul style="list-style-type: none"> <li>• Hula hoops</li> <li>• Skipping ropes</li> <li>• Drums</li> <li>• Jingles</li> <li>• Sticks</li> <li>• Recorded music</li> <li>• Mats</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## TOPIC 5: COORDINATION

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Coordination Skills</b>	<ul style="list-style-type: none"> <li>• execute movements in a sequence with ease</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary skills of coordination</li> <li>• Basic concepts of coordination in walking, throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>• Practising in objects relaying</li> <li>• Passing and gentle tossing</li> <li>• Demonstrating bouncing</li> <li>• Engaging in all</li> <li>• Practising suspended ball activities</li> <li>• Throwing, aiming and receiving using various equipment and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Ropes</li> <li>• Hula hoops</li> <li>• Spoons</li> <li>• Sticks</li> <li>• Tins</li> <li>• Pebbles</li> <li>• Skittles and cones</li> <li>• Coordination ladder</li> <li>• Medicine balls</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 6: AQUATIC SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Water familiarization and safety</b>	<ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> <li>• execute the correct breathing system when under water</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>• Safe entry, play and exit</li> <li>• Assisted float</li> <li>• Splashing and scrambling</li> <li>• Floating with minimal/ without assistance</li> <li>• Gliding, splashing, scrambling and stroking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on water bodies</li> <li>• Outdoor pursuits</li> <li>• Pictures of water bodies</li> <li>• Float boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Life and Pool bouys</li> <li>• Table tennis balls</li> <li>• Ropes</li> <li>• Goggles</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Floating</b>				
<b>Stroking</b>				

## Physical Education

## TOPIC 7: PLAY AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Receiving, Sending and Travelling</b>	<ul style="list-style-type: none"> <li>• demonstrate proper receiving and sending techniques</li> <li>• execute correct and safe techniques of moving with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving apparatus with hands and feet</li> <li>• Throwing and kicking</li> <li>• Chasing</li> <li>• Basic receiving skills from two dimensions</li> <li>• Throwing, kicking and striking from two dimensions</li> <li>• Moving with or without apparatus</li> <li>• Dodging</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing and receiving to self</li> <li>• Throwing against the wall</li> <li>• Bouncing and receiving with/without movement</li> <li>• Throwing and catching with partner</li> <li>• Throwing around in groups forming various shapes</li> <li>• Collecting ball from partner</li> <li>• Rolling to the wall and collecting</li> <li>• Cradling the ball to the chest with one/ two hands</li> <li>• Striking suspended objects in any direction</li> <li>• Striking suspended objects in specific directions</li> <li>• Playing traditional games like igwini/ nhodo, dunhu, chuti. Ukhozi olubambayo, chinyama changu, hwai hwai, chisveru (tag game) and run and dodge, chihwande-hwande</li> <li>• Playing games like potato race, seed/sand/ bean bag race</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Buckets</li> <li>• Bats</li> <li>• Mitts</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 8: KIDS ATHLETICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running, Throwing and Jumping	<ul style="list-style-type: none"> <li>• demonstrate appropriate running mechanics</li> <li>• demonstrate correct throwing techniques</li> <li>• engage in horizontal and vertical jumps</li> <li>• develop basic jumping mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Free running</li> <li>• Free throwing</li> <li>• Free jumping</li> <li>• High knee running on the balls of the feet</li> <li>• Target throw for distance</li> <li>• Guided jumping</li> <li>• Hopping and standing jumps</li> <li>• Controlled running in random directions</li> <li>• Running on the balls of the feet and lifting knees</li> <li>• Target throw for distance and height</li> <li>• Shuttle relay running for a distance of 50m</li> <li>• Lifting knees and bending elbows</li> <li>• Receiving using equipment</li> <li>• Sending skills with a variety of directions</li> <li>• Hopping, cross hopping and continuous jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Running freely in various directions within the marked area</li> <li>• Performing forward squat jumps</li> <li>• Executing knee throws</li> <li>• Throwing targets over a barrier</li> <li>• Throwing targets using the overhead backward throw</li> <li>• Throwing for distance, accuracy and height</li> <li>• Practising the shuttle run relay</li> <li>• Rope skipping</li> <li>• Cross hopping</li> <li>• Going through the Speed ladder</li> <li>• Standing jumps</li> <li>• Single and double foot jumps</li> <li>• Hopping, sideways jumping</li> <li>• Single and double foot take off</li> <li>• Under arm throwing</li> <li>• Over arm throwing</li> <li>• Stepping and throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Skittles</li> <li>• Landing mattresses</li> <li>• Balls</li> <li>• Buckets</li> <li>• Bats</li> <li>• Mitts</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Skipping ropes</li> <li>• Wickets</li> <li>• Foam wedges</li> <li>• Obstacles to jump over</li> <li>• Soft rubber rings</li> <li>• Medicine balls</li> <li>• Improvised safe age appropriate equipment</li> <li>• Relay batons</li> <li>• Mini hurdles</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>



## Physical Education

**COMPETENCE MATRIX (ECD B)****TOPIC 1: HUMAN BODY**

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT (Skills, Attitudes and Knowledge)</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCE MATERIALS</b>
<b>My Body</b>	<ul style="list-style-type: none"> <li>• identify and name parts of the human body</li> <li>• discuss the functions of different parts of the human body</li> <li>• care for their body parts</li> <li>• differentiate between males and females</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• External and internal parts of the human body</li> <li>• Human beings are of different sexes</li> <li>• Different parts of the human body and their functions</li> <li>• Different parts of the human body, functions and care</li> <li>• Left and right orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “ Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Role playing left and right orientation</li> <li>• Counting body parts</li> <li>• Drawing the human body</li> <li>• Describing body parts and their functions</li> <li>• Matching the body parts and their functions using pictures</li> <li>• Discussing and demonstrating care of body parts</li> <li>• Identifying boys and girls in the classroom</li> <li>• Sorting pictures according to sex</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modelling a human body</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative and Block play area</li> <li>• Songs and rhymes</li> <li>• Charts with human body</li> <li>• Music and dance</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• Clay and play dough</li> <li>• Crayons</li> <li>• Books</li> <li>• Paper glue</li> <li>• Educational Magazines</li> <li>• Papier-Mache</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> <li>• Resource persons</li> </ul>

## Physical Education

## TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Safety</b>	<ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment.</li> <li>• discuss playing area safety rules</li> <li>• demonstrate various ways of caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety rules in and around the playing area</li> <li>• Safety rules with self and others</li> <li>• Safe handling and use of apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, naming and classifying objects as hazardous and non-hazardous</li> <li>• Collecting litter around the environment</li> <li>• Suggesting safety rules pertaining to Physical Education</li> <li>• Listing safety rules pertaining to Physical Education.</li> <li>• Discussing various ways of caring for the apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Skittles and cones</li> <li>• Age appropriate and safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> <li>• explain the dangers of poor hygiene practices</li> <li>• name healthy and unhealthy foods</li> <li>• identify good eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Play to keep healthy and fit</li> <li>• Play and exercise to keep healthy and fit</li> <li>• Eat healthy food</li> <li>• Personal and environmental hygiene</li> <li>• Eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping</li> <li>• Demonstrating axial movements activities such as bending, stretching, lifting and twisting</li> <li>• Sliding on the slides</li> <li>• Swinging</li> <li>• Practising different activities while enjoying the fresh air and sunshine.</li> <li>• Practising Aerobic Dances</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Swings</li> <li>• Monkey bars</li> <li>• Pictures</li> <li>• Models of tooth brushes</li> <li>• Paper</li> <li>• Toothpaste</li> <li>• Water</li> <li>• Brushes</li> <li>• Books with songs and stories</li> <li>• Resource persons</li> <li>• Poems</li> <li>• Rhymes</li> </ul>

## Physical Education

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
			<ul style="list-style-type: none"> <li>• Role playing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing health related pictures</li> <li>• Discussing ways of caring for the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on health issues</li> <li>• ICT and e-learning tools</li> <li>• Puppets</li> <li>• Food samples</li> <li>• Household tools</li> <li>• Skipping</li> <li>• See saws</li> <li>• Spring boards</li> <li>• Locally available resources such as ashes for sanitation</li> </ul>

## TOPIC 3: BALANCES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Weight Bearing/Balancing</b>	<ul style="list-style-type: none"> <li>• balance on different points</li> <li>• balance on apparatus</li> <li>• transfer and bear weight</li> </ul>	<ul style="list-style-type: none"> <li>• Solo balances</li> <li>• Moderate motor skills</li> <li>• Basic general balances:               <ul style="list-style-type: none"> <li>- in pairs</li> <li>- in groups</li> <li>- on apparatus</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> <li>• Balance on or with prescribed apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing on various points:               <ul style="list-style-type: none"> <li>- one point</li> <li>- two points</li> <li>- three points</li> <li>- four points</li> <li>- five points</li> <li>- six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing on each other</li> <li>• Matching balances</li> <li>• Linking balances in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sticks</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Skittles and cones</li> <li>• Improvised age appropriate safe equipment</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 4: LOCOMOTION /MOVEMENT

SUB - TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Elementary Movement	<ul style="list-style-type: none"> <li>• move from point A to point B under given instruction</li> <li>• move from point A to point B with and on apparatus to a given direction</li> <li>• move from point A to point B in response to stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Free movement</li> <li>• Free movement with apparatus</li> <li>• One time motion</li> <li>• Continuous motion</li> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Moving in any direction with contrasting qualities (heavy and light)</li> <li>• Walking, running, jumping, rolling, skipping without or with apparatus</li> <li>• Travelling on hands and on feet</li> </ul>	<ul style="list-style-type: none"> <li>• Hula hoops</li> <li>• Skipping ropes</li> <li>• Tyres</li> <li>• Drums</li> <li>• Jingles</li> <li>• Sticks</li> <li>• Recorded music</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 5: COORDINATION

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Coordination Skills</b>	<ul style="list-style-type: none"> <li>• execute movements in a sequence with ease</li> <li>• link weight bearing with weight transfer</li> <li>• perform different tasks at varied speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary skills of coordination</li> <li>• Basic concepts of coordination in walking, throwing and catching</li> <li>• Basic concepts of coordination in relation to balance and weight transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Practising in objects relaying</li> <li>• Passing and gentle tossing</li> <li>• Demonstrating bouncing</li> <li>• Engaging in all</li> <li>• Practising suspended ball activities</li> <li>• Throwing, aiming and receiving using various equipment and apparatus</li> <li>• Practising cross crawls</li> <li>• Practising coordination games such as:               <ul style="list-style-type: none"> <li>sack races</li> <li>ball-wall tossing</li> <li>egg and spoon race</li> <li>three legged race</li> <li>nhodo/ igwini</li> <li>chickens in the den</li> </ul> </li> <li>• Jumping activities</li> <li>• Changing over from one balance to another</li> <li>• Using jumping jacks, music, folk dances and animal walks</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Ropes</li> <li>• Hula hoops</li> <li>• Spoons</li> <li>• Sticks</li> <li>• Tins</li> <li>• Pebbles</li> <li>• Skittles and cones</li> <li>• Coordination ladder</li> <li>• Medicine balls</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 6: AQUATIC SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Water familiarization and safety</b>	<ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>• Safe entry, play and exit</li> <li>• Safe entry, play, submerge and exit</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on water bodies</li> <li>• Outdoor pursuits</li> <li>• Pictures of water bodies</li> </ul>
<b>Floating</b>	<ul style="list-style-type: none"> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> </ul>	<ul style="list-style-type: none"> <li>• Assisted float</li> <li>• Splashing and scrambling</li> <li>• Floating with minimal/without assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> </ul>	<ul style="list-style-type: none"> <li>• Float boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Life-buoy</li> </ul>
<b>Stroking</b>	<ul style="list-style-type: none"> <li>• execute the correct breathing system when under water</li> </ul>	<ul style="list-style-type: none"> <li>• Gliding, splashing and scrambling</li> </ul>	<ul style="list-style-type: none"> <li>• Picking coins in water</li> <li>• Treading in water</li> <li>• Shaking hands under water</li> <li>• Exchanging things under water</li> </ul>	<ul style="list-style-type: none"> <li>• Table tennis balls</li> <li>• Ropes</li> <li>• Goggles</li> <li>• Pool bouy</li> <li>• Whistle</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>



### TOPIC 7: PLAY AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Receiving, Sending and Travelling</b>	<ul style="list-style-type: none"> <li>demonstrate proper receiving and sending techniques</li> <li>execute correct and safe techniques of moving with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Receiving apparatus with hands and feet</li> <li>Throwing and kicking</li> <li>Chasing</li> <li>Basic receiving skills from two dimensions</li> <li>Throwing, kicking and striking from two dimensions</li> <li>Moving with or without apparatus</li> <li>Dodging</li> <li>Receiving using multiple dimensions</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Moving with or without apparatus for speed, space, distance, height, positioning and direction</li> <li>Sending skills in a variety of directions</li> </ul>	<ul style="list-style-type: none"> <li>Throwing and receiving to self</li> <li>Throwing against the wall</li> <li>Bouncing and receiving with/without movement</li> <li>Throwing and catching with partner</li> <li>Throwing around in groups forming various shapes</li> <li>Collecting ball from partner</li> <li>Rolling to the wall and collecting</li> <li>Sending using apparatus</li> <li>Cradling the ball to the chest with one/ two hands</li> <li>Striking suspended objects in any direction</li> <li>Striking suspended objects in specific directions</li> <li>Playing traditional games like igwini/ nhodo, dunhu, chuti. Ukhozi olubambayo, chinyama changu, hwai hwai, chisveru (tag game) and run and dodge, chihwande-hwande</li> <li>Moving from one place to another with/ without an apparatus</li> <li>Playing games like potato race, seed/sand/ bean bag race</li> </ul>	<ul style="list-style-type: none"> <li>Balls</li> <li>Buckets</li> <li>Bats</li> <li>Mitts</li> <li>Sand/ Seed/ Bean bags</li> <li>Resource persons</li> <li>ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 8: KIDS ATHLETICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running, Throwing and Jumping	<ul style="list-style-type: none"> <li>demonstrate appropriate running mechanics</li> <li>demonstrate correct throwing techniques</li> <li>engage in horizontal and vertical jumps</li> <li>develop basic jumping mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Free running</li> <li>Free throwing</li> <li>Free jumping</li> <li>High knee running on the balls of the feet</li> <li>Target throw for distance</li> <li>Guided jumping</li> <li>Hopping and standing jumps</li> <li>Controlled running in random directions</li> <li>Running on the balls of the feet and lifting knees</li> <li>Target throw for distance and height</li> <li>Knee throw</li> <li>Two foot jump in one direction</li> <li>Two foot jumping skills in all directions</li> <li>Shuttle relay running for a distance of 50m</li> <li>Lifting knees and bending elbows</li> <li>Rotational throwing</li> <li>Whole body throwing</li> <li>Sideways jumping over obstacles</li> </ul>	<ul style="list-style-type: none"> <li>Running freely in various directions within the marked area</li> <li>Performing forward squat jumps</li> <li>Executing knee throws</li> <li>Throwing targets over a barrier</li> <li>Throwing targets using the overhead backward throw</li> <li>Throwing for distance, accuracy and height</li> <li>Performing the rotational throw</li> <li>Practising the shuttle run relay</li> <li>Rope skipping</li> <li>Cross hopping</li> <li>Going through the speed ladder</li> <li>Standing jumps</li> <li>Single and double foot jumps</li> <li>Hopping, sideways jumping</li> <li>Single and double foot take off</li> <li>Under arm throwing</li> <li>Over arm throwing</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Skittles</li> <li>Landing mattresses</li> <li>Balls</li> <li>Buckets</li> <li>Bats</li> <li>Mitts</li> <li>Sand/ Seed/ Bean bags</li> <li>Skipping ropes</li> <li>Wickets</li> <li>Foam wedges</li> <li>Obstacles to jump over</li> <li>Soft rubber rings</li> <li>Medicine balls</li> <li>Rubber chickens</li> <li>Improvised safe age appropriate equipment</li> <li>Relay batons</li> <li>Mini hurdles</li> <li>Resource persons</li> <li>ICT and e-learning tools</li> </ul>

## Physical Education

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
		<ul style="list-style-type: none"> <li>• Continuous single and double footed jumps using a rope</li> <li>• Receiving from multiple directions</li> <li>• Receiving using equipment</li> <li>• Sending skills with a variety of directions</li> <li>• Moving with or without apparatus for speed, space, distance, height, shielding, positioning and direction</li> <li>• Bend running and obstacle clearing</li> <li>• Lifting knees and bending elbows following the opposite arm, opposite leg action</li> <li>• Rotational throwing for distance</li> <li>• Rotational throwing for accuracy</li> <li>• Forward squat jumping (leaping) for distance</li> <li>• Hopping, cross hopping and continuous jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping and throwing</li> <li>• Whole body throwing</li> <li>• Jumping for distance and height</li> </ul>	

## Physical Education

**COMPETENCE MATRIX (GRADE 1)****TOPIC 1: HUMAN BODY**

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT (Skills, Attitudes and Knowledge)</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCE MATERIALS</b>
<b>My Body</b>	<ul style="list-style-type: none"> <li>• identify and name parts of the human body</li> <li>• discuss the functions of different parts of the human body</li> <li>• care for their body parts</li> <li>• differentiate between males and females</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• External and internal parts of the human body</li> <li>• Human beings are of different sexes</li> <li>• Different parts of the human body and their functions</li> <li>• Different parts of the human body, functions and care</li> <li>• Left and right orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Role playing left and right orientation</li> <li>• Counting body parts</li> <li>• Drawing the human body</li> <li>• Describing body parts and their functions</li> <li>• Matching the body parts and their functions using pictures</li> <li>• Discussing and demonstrating care of body parts</li> <li>• Identifying boys and girls in the classroom</li> <li>• Sorting pictures according to sex</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modelling a human body</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative and Block play area</li> <li>• Songs and rhymes</li> <li>• Charts with human body</li> <li>• Music and dance</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• Clay and play dough</li> <li>• Crayons</li> <li>• Books</li> <li>• Paper glue</li> <li>• Educational Magazines</li> <li>• Papier-Mache</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> <li>• Resource persons</li> </ul>

## Physical Education

## TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Safety</b>	<ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment.</li> <li>• discuss playing area safety rules</li> <li>• formulate safety rules and regulations to be followed with apparatus</li> <li>• demonstrate various ways of caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety rules in and around the playing area</li> <li>• Safety rules with self and others</li> <li>• Safe handling and use of apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, naming and classifying objects as hazardous and non-hazardous</li> <li>• Collecting litter around the environment</li> <li>• Suggesting safety rules pertaining to Physical Education</li> <li>• Listing safety rules pertaining to Physical Education.</li> <li>• Discussing various ways of caring for the apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Skittles and cones</li> <li>• Age appropriate and safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> <li>• explain the dangers of poor hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>• Play to keep healthy and fit</li> <li>• Play and exercise to keep healthy and fit</li> <li>• Eat healthy food</li> <li>• Personal and environmental hygiene</li> <li>• Eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping</li> <li>• Demonstrating axial movements activities such as bending, stretching, lifting and twisting</li> <li>• Sliding on the slides</li> <li>• Swinging</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Swings</li> <li>• Monkey bars</li> <li>• Pictures</li> <li>• Models of tooth brushes</li> <li>• Paper</li> <li>• Toothpaste</li> <li>• Water</li> <li>• Brushes</li> <li>• Books with songs and stories</li> </ul>

## Physical Education

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
	<ul style="list-style-type: none"> <li>• name healthy and unhealthy foods</li> <li>• identify good eating habits</li> </ul>		<ul style="list-style-type: none"> <li>• Practising different activities while enjoying the fresh air and sunshine.</li> <li>• Practising Aerobic Dances</li> <li>• Role playing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing health related pictures</li> <li>• Discussing ways of caring for the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Charts on health issues</li> <li>• ICT and e-learning tools</li> <li>• Puppets</li> <li>• Food samples</li> <li>• Household tools</li> <li>• Skipping</li> <li>• See saws</li> <li>• Spring boards</li> <li>• Locally available resources such as ashes for sanitation</li> </ul>

## Physical Education

## TOPIC 3: BALANCES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Weight Bearing/ Balancing</b>	<ul style="list-style-type: none"> <li>• balance on different points</li> <li>• balance on apparatus</li> <li>• transfer and bear weight</li> </ul>	<ul style="list-style-type: none"> <li>• Solo balances</li> <li>• Moderate motor skills</li> <li>• Basic general balances:               <ul style="list-style-type: none"> <li>- in pairs</li> <li>- in groups</li> <li>- on apparatus</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> <li>• Balance on or with prescribed apparatus</li> <li>• Balancing and creating prescribed shapes and formations</li> <li>• Weight transfer</li> <li>• Balancing and creating enhanced shapes and formations</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing on various points:               <ul style="list-style-type: none"> <li>- one point</li> <li>- two points</li> <li>- three points</li> <li>- four points</li> <li>- five points</li> <li>- six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing on each other</li> <li>• Matching balances</li> <li>• Linking balances in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sticks</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Skittles and cones</li> <li>• Improvised age appropriate safe equipment</li> <li>• ICT and e-learning tools</li> </ul>



## Physical Education

## TOPIC 4: LOCOMOTION/MOVEMENT

SUB - TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Elementary Movement</b>	<ul style="list-style-type: none"> <li>• move from point A to point B under given instruction</li> <li>• move from point A to point B with and on apparatus to a given direction</li> <li>• move from point A to point B in response to stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Free movement</li> <li>• Free movement with apparatus</li> <li>• One time motion</li> <li>• Continuous motion</li> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• Moving with/on apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Moving in any direction with contrasting qualities (heavy and light)</li> <li>• Walking, running, jumping, rolling, skipping without or with apparatus</li> <li>• Travelling on hands and on feet</li> <li>• Moving apparatus</li> <li>• Moving on apparatus from point A to point B rolling in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Hula hoops</li> <li>• Skipping ropes</li> <li>• Tyres</li> <li>• Drums</li> <li>• Jingles</li> <li>• Sticks</li> <li>• Recorded music</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 5: COORDINATION

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Coordination Skills</b>	<ul style="list-style-type: none"> <li>• execute movements in a sequence with ease</li> <li>• link weight bearing with weight transfer</li> <li>• perform different tasks at varied speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary skills of coordination</li> <li>• Basic concepts of coordination in walking, throwing and catching</li> <li>• Basic concepts of coordination in relation to balance and weight transfer</li> <li>• Skills of coordination with apparatus</li> <li>• Coordination in relation to formations and stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Practising in objects relaying</li> <li>• Passing and gentle tossing</li> <li>• Demonstrating bouncing</li> <li>• Engaging in all</li> <li>• Practising suspended ball activities</li> <li>• Throwing, aiming and receiving using various equipment and apparatus</li> <li>• Practising cross crawls</li> <li>• Practising coordination games such as: sack races</li> <li>• ball-wall tossing</li> <li>• egg and spoon race</li> <li>• three legged race</li> <li>• nhodo/ igwini</li> <li>• chickens in the den</li> <li>• Jumping activities</li> <li>• Changing over from one balance to another</li> <li>• Using jumping jacks, music, folk dances and animal walks</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Ropes</li> <li>• Hula hoops</li> <li>• Spoons</li> <li>• Sticks</li> <li>• Tins</li> <li>• Pebbles</li> <li>• Skittles and cones</li> <li>• Coordination ladder</li> <li>• Medicine balls</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 6: AQUATIC SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Water familiarization and safety</b>	<ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> <li>• execute the correct breathing system when under water</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>• Safe entry, play and exit</li> <li>• Safe entry, play, submerge and exit</li> <li>• Assisted float</li> <li>• Splashing and scrambling</li> <li>• Floating with minimal/ without assistance</li> <li>• Floating with/ without apparatus</li> <li>• Gliding, splashing, scrambling and stroking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> <li>• Picking coins in water</li> <li>• Treading in water</li> <li>• Shaking hands under water</li> <li>• Exchanging things under water</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on water bodies</li> <li>• Outdoor pursuits</li> <li>• Pictures of water bodies</li> <li>• Float boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Life-buoy</li> <li>• Table tennis balls</li> <li>• Ropes</li> <li>• Goggles</li> <li>• Pool bouy</li> <li>• Whistle</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Floating</b>				
<b>Stroking</b>				

## Physical Education

## TOPIC 7: PLAY AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Receiving, Sending and Travelling</b>	<ul style="list-style-type: none"> <li>demonstrate proper receiving and sending techniques</li> <li>execute correct and safe techniques of moving with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Receiving apparatus with hands and feet</li> <li>Throwing and kicking</li> <li>Chasing</li> <li>Basic receiving skills from two dimensions</li> <li>Throwing, kicking and striking from two dimensions</li> <li>Moving with or without apparatus</li> <li>Dodging</li> <li>Receiving using multiple dimensions</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Moving with or without apparatus for speed, space, distance, height, positioning and direction</li> <li>Sending skills in a variety of directions</li> </ul>	<ul style="list-style-type: none"> <li>Throwing and receiving to self</li> <li>Throwing against the wall</li> <li>Bouncing and receiving with/without movement</li> <li>Throwing and catching with partner</li> <li>Throwing around in groups forming various shapes</li> <li>Collecting ball from partner</li> <li>Rolling to the wall and collecting</li> <li>Sending using apparatus</li> <li>Cradling the ball to the chest with one/ two hands</li> <li>Striking suspended objects in any direction</li> <li>Striking suspended objects in specific directions</li> <li>Playing traditional games like igwini/ nhodo, dunhu, chuti. Ukhozi olubambayo, chinyama changu, hwai hwai, chisveru (tag game) and run and dodge, chihwande-hwande</li> <li>Moving from one place to another with/ without an apparatus</li> <li>Playing games like potato race, seed/sand/ bean bag race</li> </ul>	<ul style="list-style-type: none"> <li>Balls</li> <li>Buckets</li> <li>Bats</li> <li>Mitts</li> <li>Sand/ Seed/ Bean bags</li> <li>Resource persons</li> <li>ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 8: KIDS ATHLETICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Running, Throwing and Jumping</b>	<ul style="list-style-type: none"> <li>• demonstrate appropriate running mechanics</li> <li>• demonstrate correct throwing techniques</li> <li>• engage in horizontal and vertical jumps</li> <li>• develop basic jumping mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Free running</li> <li>• Free throwing</li> <li>• Free jumping</li> <li>• High knee running on the balls of the feet</li> <li>• Target throw for distance</li> <li>• Guided jumping</li> <li>• Hoping and standing jumps</li> <li>• Controlled running in random directions</li> <li>• Running on the balls of the feet and lifting knees</li> <li>• Target throw for distance and height</li> <li>• Knee throw</li> <li>• Two foot jump in one direction</li> <li>• Two foot jumping skills in all directions</li> <li>• Shuttle relay running for a distance of 50m</li> <li>• Lifting knees and bending elbows</li> <li>• Rotational throwing</li> <li>• Whole body throwing</li> <li>• Sideways jumping over obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Running freely in various directions within the marked area</li> <li>• Performing forward squat jumps</li> <li>• Executing knee throws</li> <li>• Throwing targets over a barrier</li> <li>• Throwing targets using the overhead backward throw</li> <li>• Throwing for distance, accuracy and height</li> <li>• Performing the rotational throw</li> <li>• Practising the shuttle run relay</li> <li>• Rope skipping</li> <li>• Cross hopping</li> <li>• Going through the Speed ladder</li> <li>• Standing jumps</li> <li>• Single and double foot jumps</li> <li>• Hopping, sideways jumping</li> <li>• Single and double foot take off</li> <li>• Under arm throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Skittles</li> <li>• Landing mattresses</li> <li>• Balls</li> <li>• Buckets</li> <li>• Bats</li> <li>• Mitts</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Skipping ropes</li> <li>• Wickets</li> <li>• Foam wedges</li> <li>• Obstacles to jump over</li> <li>• Soft rubber rings</li> <li>• Medicine balls</li> <li>• Rubber chickens</li> <li>• Improvised safe age appropriate equipment</li> <li>• Relay batons</li> <li>• Mini hurdles</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
		<ul style="list-style-type: none"> <li>• Continuous single and double footed jumps using a rope</li> <li>• Receiving from multiple directions</li> <li>• Receiving using equipment</li> <li>• Sending skills with a variety of directions</li> <li>• Moving with or without apparatus for speed, space, distance, height, shielding, positioning and direction</li> <li>• Bend running and obstacle clearing</li> <li>• Lifting knees and bending elbows following the opposite arm, opposite leg action</li> <li>• Rotational throwing for distance</li> <li>• Rotational throwing for accuracy</li> <li>• Forward squat jumping (leaping) for distance</li> <li>• Hopping, cross hopping and continuous jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Over arm throwing</li> <li>• Stepping and throwing</li> <li>• Whole body throwing</li> <li>• Jumping for distance and height</li> </ul>	

## Physical Education

**COMPETENCE MATRIX (GRADE 2)****TOPIC 1: HUMAN BODY**

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT (Skills, Attitudes and Knowledge)</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCE MATERIALS</b>
<b>My Body</b>	<ul style="list-style-type: none"> <li>• identify and name parts of the human body</li> <li>• discuss the functions of different parts of the human body</li> <li>• care for their body parts</li> <li>• differentiate between males and females</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• External and internal parts of the human body</li> <li>• Human beings are of different sexes</li> <li>• Different parts of the human body and their functions</li> <li>• Different parts of the human body, functions and care</li> <li>• Left and right orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “ Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Role playing left and right orientation</li> <li>• Counting body parts</li> <li>• Drawing the human body</li> <li>• Describing body parts and their functions</li> <li>• Matching the body parts and their functions using pictures</li> <li>• Discussing and demonstrating care of body parts</li> <li>• Identifying boys and girls in the classroom</li> <li>• Sorting pictures according to sex</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modelling a human body</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative and Block play area</li> <li>• Songs and rhymes</li> <li>• Charts with human body</li> <li>• Music and dance</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• Clay and play dough</li> <li>• Crayons</li> <li>• Books</li> <li>• Paper glue</li> <li>• Educational Magazines</li> <li>• Papier-Mache</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> <li>• Resource persons</li> </ul>



## Physical Education

## TOPIC 2: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Safety</b>	<ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment.</li> <li>• discuss playing area safety rules</li> <li>• formulate safety rules and regulations to be followed with or without paraphernalia</li> <li>• demonstrate various ways of caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety rules in and around the playing area</li> <li>• Safety rules with self and others</li> <li>• Safe handling and use of apparatus</li> <li>• Rules and regulations on use, storage and care of paraphernalia</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, naming and classifying objects as hazardous and non-hazardous</li> <li>• Collecting litter around the environment</li> <li>• Suggesting safety rules pertaining to Physical Education</li> <li>• Listing safety rules pertaining to Physical Education.</li> <li>• Discussing various ways of caring for the apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Skittles and cones</li> <li>• Age appropriate and safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> <li>• explain the dangers of poor hygiene practices</li> <li>• name healthy and unhealthy foods</li> <li>• identify good eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Play to keep healthy and fit</li> <li>• Play and exercise to keep healthy and fit</li> <li>• Eat healthy food</li> <li>• Personal and environmental hygiene</li> <li>• Eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping</li> <li>• Demonstrating axial movements activities such as bending, stretching, lifting and twisting</li> <li>• Sliding on the slides</li> <li>• Swinging</li> <li>• Practising different activities while enjoying the fresh air and sunshine.</li> <li>• Practising Aerobic Dances</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Swings</li> <li>• Monkey bars</li> <li>• Pictures</li> <li>• Models of tooth brushes</li> <li>• Paper</li> <li>• Toothpaste</li> <li>• Water</li> <li>• Brushes</li> <li>• Books with songs and stories</li> <li>• Resource persons</li> <li>• Poems</li> <li>• Rhymes</li> </ul>

## Physical Education

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
			<ul style="list-style-type: none"> <li>• Role playing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing health related pictures</li> <li>• Discussing ways of caring for the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on health issues</li> <li>• ICT and e-learning tools</li> <li>• Puppets</li> <li>• Food samples</li> <li>• Household tools</li> <li>• Skipping</li> <li>• See saws</li> <li>• Spring boards</li> <li>• Locally available resources such as ashes for sanitation</li> </ul>

## Physical Education

## TOPIC 3: BALANCES

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Weight Bearing/ Balancing</b>	<ul style="list-style-type: none"> <li>• balance on different points</li> <li>• balance on apparatus</li> <li>• transfer and bear weight</li> </ul>	<ul style="list-style-type: none"> <li>• Solo balances</li> <li>• Moderate motor skills</li> <li>• Basic general balances:               <ul style="list-style-type: none"> <li>- in pairs</li> <li>- in groups</li> <li>- on apparatus</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> <li>• Balance on or with prescribed apparatus</li> <li>• Balancing and creating prescribed shapes and formations</li> <li>• Weight transfer</li> <li>• Balancing and creating enhanced shapes and formations</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing on various points:               <ul style="list-style-type: none"> <li>– one point</li> <li>– two points</li> <li>– three points</li> <li>– four points</li> <li>– five points</li> <li>– six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing on each other</li> <li>• Matching balances in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sticks</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Skittles and cones</li> <li>• Improvised age appropriate safe equipment</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 4: LOCOMOTION/MOVEMENT

SUB - TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Elementary Movement</b>	<ul style="list-style-type: none"> <li>• move from point A to point B under given instruction</li> <li>• move from point A to point B with and on apparatus to a given direction</li> <li>• move from point A to point B in response to stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Free movement</li> <li>• Free movement with apparatus</li> <li>• One time motion</li> <li>• Continuous motion</li> <li>• One time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• Moving with/on apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Moving in any direction with contrasting qualities (heavy and light)</li> <li>• Walking, running, jumping, rolling, skipping without or with apparatus</li> <li>• Travelling on hands and on feet</li> <li>• Moving apparatus</li> <li>• Moving on apparatus from point A to point B rolling in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Hula hoops</li> <li>• Skipping ropes</li> <li>• Tyres</li> <li>• Drums</li> <li>• Jingles</li> <li>• Sticks</li> <li>• Recorded music</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 5: COORDINATION

SUB-TOPIC	OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Coordination Skills</b>	<ul style="list-style-type: none"> <li>• execute movements in a sequence with ease</li> <li>• link weight bearing with weight transfer</li> <li>• perform different tasks at varied speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary skills of coordination</li> <li>• Basic concepts of coordination in walking, throwing and catching</li> <li>• Basic concepts of coordination in relation to balance and weight transfer</li> <li>• Skills of coordination with apparatus</li> <li>• Coordination in relation to formations and stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Practising in objects relaying</li> <li>• Passing and gentle tossing</li> <li>• Demonstrating bouncing</li> <li>• Engaging in all</li> <li>• Practising suspended ball activities</li> <li>• Throwing, aiming and receiving using various equipment and apparatus</li> <li>• Practising cross crawls</li> <li>• Practising coordination games such as:               <ul style="list-style-type: none"> <li>sack races</li> <li>ball-wall tossing</li> <li>egg and spoon race</li> <li>three legged race</li> <li>nhodo/ igwini</li> <li>chickens in the den</li> </ul> </li> <li>• Jumping activities</li> <li>• Changing over from one balance to another</li> <li>• Using jumping jacks, music, folk dances and animal walks</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Ropes</li> <li>• Hula hoops</li> <li>• Spoons</li> <li>• Sticks</li> <li>• Tins</li> <li>• Pebbles</li> <li>• Skittles and cones</li> <li>• Coordination ladder</li> <li>• Medicine balls</li> <li>• Improvised age appropriate safe equipment</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

## Physical Education

## TOPIC 6: AQUATIC SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Water familiarization and safety</b>	<ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> <li>• execute the correct breathing system when under water</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>• Safe entry, play and exit</li> <li>• Safe entry, play, submerge and exit</li> <li>• Assisted float</li> <li>• Splashing and scrambling</li> <li>• Floating with minimal/without assistance</li> <li>• Floating with/ without apparatus</li> <li>• Gliding, splashing, scrambling and stroking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> <li>• Picking coins in water</li> <li>• Treading in water</li> <li>• Shaking hands under water</li> <li>• Exchanging things under water</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on water bodies</li> <li>• Outdoor pursuits</li> <li>• Pictures of water bodies</li> <li>• Float boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Life-buoy</li> <li>• Table tennis balls</li> <li>• Ropes</li> <li>• Goggles</li> <li>• Pool bouy</li> <li>• Whistle</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>
<b>Floating</b>				
<b>Stroking</b>				

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## TOPIC 7: PLAY AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<b>Receiving, Sending and Travelling</b>	<ul style="list-style-type: none"> <li>demonstrate proper receiving and sending techniques</li> <li>execute correct and safe techniques of moving with apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Receiving apparatus with hands and feet</li> <li>Throwing and kicking</li> <li>Chasing</li> <li>Basic receiving skills from two dimensions</li> <li>Throwing, kicking and striking from two dimensions</li> <li>Moving with or without apparatus</li> <li>Dodging</li> <li>Receiving using multiple dimensions</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Moving with or without apparatus for speed, space, distance and direction</li> <li>Receiving using equipment</li> <li>Throwing, kicking and striking with or without apparatus using multiple dimensions</li> <li>Moving with or without apparatus for speed, space, distance, height, positioning and direction</li> <li>Sending skills in a variety of directions</li> <li>Moving with or without apparatus for speed, space, distance, height, shielding, positioning and direction</li> </ul>	<ul style="list-style-type: none"> <li>Throwing and receiving to self</li> <li>Throwing against the wall</li> <li>Bouncing and receiving with/without movement</li> <li>Throwing and catching with partner</li> <li>Throwing around in groups forming various shapes</li> <li>Collecting ball from partner</li> <li>Rolling to the wall and collecting</li> <li>Sending using apparatus</li> <li>Cradling the ball to the chest with one/ two hands</li> <li>Striking suspended objects in any direction</li> <li>Striking suspended objects in specific directions</li> <li>Playing traditional games like igwini/ nhodo, dunhu, chuti. Ukhozi olubambayo, chinyama changu, hwai hwai, chisveru (tag game) and run and dodge, chihwande-hwande</li> <li>Moving from one place to another with/ without an apparatus</li> <li>Playing games like potato race, seed/sand/ bean bag race</li> </ul>	<ul style="list-style-type: none"> <li>Balls</li> <li>Buckets</li> <li>Bats</li> <li>Mitts</li> <li>Sand/ Seed/ Bean bags</li> <li>Resource persons</li> <li>ICT and e-learning tools</li> </ul>



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## TOPIC 8: KIDS ATHLETICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Running, Throwing and Jumping	<ul style="list-style-type: none"> <li>• demonstrate appropriate running mechanics</li> <li>• demonstrate correct throwing techniques</li> <li>• engage in horizontal and vertical jumps</li> <li>• develop basic jumping mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Free running</li> <li>• Free throwing</li> <li>• Free jumping</li> <li>• High knee running on the balls of the feet</li> <li>• Target throw for distance</li> <li>• Guided jumping</li> <li>• Hopping and standing jumps</li> <li>• Controlled running in random directions</li> <li>• Running on the balls of the feet and lifting knees</li> <li>• Target throw for distance and height</li> <li>• Knee throw</li> <li>• Two foot jump in one direction</li> <li>• Two foot jumping skills in all directions</li> <li>• Shuttle relay running for a distance of 50m</li> <li>• Lifting knees and bending elbows</li> <li>• Rotational throwing</li> <li>• Whole body throwing</li> <li>• Sideways jumping over obstacles</li> <li>• Continuous single and double footed jumps using a rope</li> </ul>	<ul style="list-style-type: none"> <li>• Running freely in various directions within the marked area</li> <li>• Performing forward squat jumps</li> <li>• Executing knee throws</li> <li>• Throwing targets over a barrier</li> <li>• Throwing targets using the overhead backward throw</li> <li>• Throwing for distance, accuracy and height</li> <li>• Performing the rotational throw</li> <li>• Practising the shuttle run relay</li> <li>• Rope skipping</li> <li>• Cross hopping</li> <li>• Going through the Speed ladder</li> <li>• Standing jumps</li> <li>• Single and double foot jumps</li> <li>• Hopping, sideways jumping</li> <li>• Single and double foot take off</li> <li>• Under arm throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Skittles</li> <li>• Landing mattresses</li> <li>• Balls</li> <li>• Buckets</li> <li>• Bats</li> <li>• Mitts</li> <li>• Sand/ Seed/ Bean bags</li> <li>• Skipping ropes</li> <li>• Wickets</li> <li>• Foam wedges</li> <li>• Obstacles to jump over</li> <li>• Soft rubber rings</li> <li>• Medicine balls</li> <li>• Rubber chickens</li> <li>• Improvised safe age appropriate equipment</li> <li>• Relay batons</li> <li>• Mini hurdles</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>

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SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
		<ul style="list-style-type: none"> <li>• Receiving from multiple directions</li> <li>• Receiving using equipment</li> <li>• Sending skills with a variety of directions</li> <li>• Moving with or without apparatus for speed, space, distance, height, shielding, positioning and direction</li> <li>• Bend running and obstacle clearing</li> <li>• Lifting knees and bending elbows following the opposite arm, opposite leg action</li> <li>• Rotational throwing for distance</li> <li>• Rotational throwing for accuracy</li> <li>• Forward squat jumping (leaping) for distance</li> <li>• Hopping, cross hopping and continuous jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Over arm throwing</li> <li>• Stepping and throwing</li> <li>• Whole body throwing</li> <li>• Jumping for distance and height</li> </ul>	

## Physical Education

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### 9.0 ASSESSMENT

#### 9.1 Assessment Objectives

By the end of the Infant School level, learners should be able to:

- 9.1.1 demonstrate social skills related to the cultural values of a Zimbabwean society
- 9.1.2 identify and list the uses and care of different human body organs
- 9.1.3 apply knowledge and understanding of health and safety concepts of Physical Education activities
- 9.1.4 apply safety measures in all their daily activities
- 9.1.5 identify and describe the ways that lead to a healthy life style
- 9.1.6 keep a clean environment to ensure safety
- 9.1.7 execute balancing skills in various dimensions under different settings
- 9.1.8 apply movement skills in various ways with or without apparatus in relation to given tasks
- 9.1.9 demonstrate the ability to use coordination skills in relation to given tasks
- 9.1.10 demonstrate fundamental coordination skills in carrying out given tasks
- 9.1.11 apply and evaluate skills in selected aquatic based activities
- 9.1.12 execute proper running, jumping and throwing techniques
- 9.1.13 demonstrate the ability to analyse and improve performance in Physical Education

#### 9.2 Scheme of Assessment

The assessment will be continuous and based on achieving the learning outcomes for each topic and grade level. Learner profiling must inform where the learner has made progress and areas for future development in relation to the objectives.

The Learner Profile Record must state the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the child has acquired or developed.

Infant School Level Physical Education assessment will be based on 90% continuous assessment and 10% summative assessment (Practical test).

The syllabus' scheme of assessment is grounded in the principle of equalisation of opportunities hence does not condone direct or indirect discrimination of learners.

Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with special needs to access assessments and receive accurate performance measurement of their abilities. Access arrangements must neither give these learners an undue advantage over others nor compromise the standards being assessed.

Learners who are unable to access the assessments of any component or part of component due to disability (transitory or permanent) may be eligible to receive an award based on the assessment they would have taken.

**NB: For further details on arrangements, accommodations and modifications refer to the assessment procedure booklet.**

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### a) **Infant School Level Assessment**

Continuous assessment for Infant School level will consist of practical topic tasks, theory tests:

#### i) **Practical Topic Tasks**

These are activities that teachers use in their day to day teaching. These may include individual, pair and group tasks.

#### ii) **Theory Tests**

These are tests set by the teacher to assess the learners on concepts covered during a given period of up to a month. The tests should consist of short answer questions.

### 9.3 **Summary of Assessment Tasks**

- In Terms 1 to 11, candidates are expected to have done at least the following recorded continuous assessment tasks per term:
  - 2 Practical topic tasks
  - 2 theory tests
  - 1 End of term practical assessment
- One end of Infant School Level practical assessment (Summative Assessment)

All continuous assessment tasks individually contribute an equal weighting towards the final percentage on the aggregate mark column by column.

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LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE OF ASSESSMENT	FREQUENCY	ASSESSMENT INSTRUMENTS
<b>ECD</b>	Continuous	<ol style="list-style-type: none"> <li>Demonstrate understanding of concepts through activities</li> <li>Demonstrate acquisition of skills through activities</li> <li>Application of concepts</li> </ol>	<ol style="list-style-type: none"> <li>Practical activities: <ul style="list-style-type: none"> <li>individually</li> <li>in groups</li> <li>in pairs</li> </ul> </li> <li>Theory test</li> <li>End of term practical test</li> </ol>	<ol style="list-style-type: none"> <li>One entry test and 1 end of second month test End of month tests (term 2 to term 6)</li> <li>Once every mid-term</li> <li>Termly</li> </ol>	Assessments instruments will be in the form of: <ul style="list-style-type: none"> <li>checklist</li> <li>rating scale</li> <li>observation guide</li> </ul>
<b>Grade 1</b>	Continuous	<ol style="list-style-type: none"> <li>Demonstrate understanding of concepts through activities</li> <li>Demonstrate acquisition of skills through activities</li> <li>Written exercises</li> <li>Application of concepts</li> </ol>	<ol style="list-style-type: none"> <li>Practical activities: <ul style="list-style-type: none"> <li>individually</li> <li>in groups</li> <li>in pairs</li> </ul> </li> <li>Theory Tests</li> <li>End of term practical test</li> </ol>	<ol style="list-style-type: none"> <li>End of month tests (term 7 to term 9)</li> <li>Once every mid-term</li> <li>Termly</li> </ol>	Assessments instruments will be in the form of: <ul style="list-style-type: none"> <li>checklist</li> <li>rating scale</li> <li>observation guide</li> </ul>
<b>Grade 2</b>	Continuous	<ol style="list-style-type: none"> <li>Demonstrate understanding of concepts through activities</li> <li>Demonstrate acquisition of skills through activities</li> <li>Written exercises</li> <li>Application of concepts</li> </ol>	<ol style="list-style-type: none"> <li>Practical activities: <ul style="list-style-type: none"> <li>individually</li> <li>in groups</li> <li>in pairs</li> </ul> </li> <li>Theory Tests</li> <li>End of term practical test</li> </ol>	<ol style="list-style-type: none"> <li>End of month tests (term 10 and 11)</li> <li>Once every mid-term</li> <li>Termly</li> </ol>	Assessments instruments will be in the form of: <ul style="list-style-type: none"> <li>checklist</li> <li>rating scale</li> <li>observation guide</li> </ul>
	Summative Test	<ol style="list-style-type: none"> <li>Demonstrate acquisition of skills through activities</li> </ol>	<ol style="list-style-type: none"> <li>Practical activities: <ul style="list-style-type: none"> <li>individually</li> <li>in groups</li> <li>in pairs</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>End of level</li> </ol>	Assessments instruments will be in the form of: <ul style="list-style-type: none"> <li>checklist</li> <li>rating scale</li> <li>observation guide</li> </ul>

## Physical Education

Tables below show the information on weighting of skills for Assessment

### 9.4 Specification Grid for Assessment

Component Skills	Practical Topic Tasks	Theory Tests	End of Term	End of Infant Level Test
Skills Acquisition	50%	-	-	50%
Knowledge Comprehension	15%	50%	50%	15%
Application Analysis	30%	40%	40%	30%
Synthesis Evaluation	5%	10%	10%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

