**GRADE 6 KLB VISIONARY PHYSICAL AND HEALTH EDUCATION**

**SCHEMES OF WORK TERM 1**

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| **SCHOOL** | **GRADE** | **TERM**  | **YEAR** |
|  | **6** | **1** | **2022** |

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| ***Week***  | ***Lesson***  | ***Strand***  | ***Sub strand***  | ***Specific learning outcomes*** | ***Key inquiry questions***  | ***Learning experiences*** | ***Learning resources*** | ***Assessment***  | ***Remarks*** |
| **1** | **1** | Athletics: Track Events | Bunch Start | By the end of the sub strands, the learner should be able to: * Use digital device to watch a video clip and observe the bunch start
* Demonstrate bunch start by positioning the body arms and legs
* Have fun practicing how to bunch start
 | Where should you focus your eyes when performing athletics? | The learner is guided individually or in groups to:* Demonstrate bunch start by positioning the body arms and legs
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 1-6*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Athletics: Track Events | Bunch Start | By the end of the sub strands, the learner should be able to: * Warm up in getting ready to perform bunch start
* Run on the spot, do rabbit hops and slow match to perform the bunch sprint
* Appreciate the spirit of sports through dedication and commitment
 | Why should you adequately warm up before performing bunch start? | The learner is guided individually or in groups to:* Run on the spot, do rabbit hops and slow match to perform the bunch sprint
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 1-6*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Athletics: Track Events | The drop finish technique | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip and observe the drop race finish technique
* Demonstrate the drop finish technique by practicing with others
* Appreciate feedback from the teacher and others
 | Which part of the body has been pushed forward? | The learner is guided individually or in groups to:* Demonstrate the drop finish technique by practicing with others
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 6-9*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Athletics: Track Events | The drop finish technique | By the end of the sub strands, the learner should be able to: * Perform warm up activities such as plucking partner’s tail, squat jumps and lateral rabbit jumps
* Cool down using curling and stretching and slow dance activities then practice the drop finish technique
* Have fun performing the drop finish technique
 | What are rules for performing the drop finish technique? | The learner is guided individually or in groups to:* Perform warm up activities such as plucking partner’s tail, squat jumps and lateral rabbit jumps
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 6-9*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Athletics: Track Events | Shoulder shrug technique | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a race and observe the shoulder shrug technique
* Demonstrate the shoulder shrug technique
* Display an attitude of receiving feedback positively from teachers and peers
 | Which parts of the body are used to perform the shoulder shrug technique? | The learner is guided individually or in groups to:* Demonstrate the shoulder shrug technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 10-13*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **2** | **1** | Athletics: Track Events | Shoulder shrug technique | By the end of the sub strands, the learner should be able to: * Perform the stationary bend, the right and left bends and shoulder shrug drill
* Practice running and perform the shoulder shrug technique
* Desire to uphold integrity during sporting competitions
 | What should you do on your last stride to the finishing line? | The learner is guided individually or in groups to:* Practice running and perform the shoulder shrug technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 10-13*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Athletics: Track Events | Non-visual Baton Exchange down sweep method in relays  | By the end of the sub strands, the learner should be able to: * Use digital devices to watch a clip and observe the non-visual baton exchange method
* Demonstrate the grip for non-visual baton exchange
* Appreciate feedback from the teacher and others
 | What is the name to the item passed on when running relays? | The learner is guided individually or in groups to:* Demonstrate the grip for non-visual baton exchange
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 14-18*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Athletics: Track Events | Non-visual Baton Exchange down sweep method in relays | By the end of the sub strands, the learner should be able to: * Perform the non-visual baton exchange following outgoing stance, baton run and baton exchange drill
* Practice the non-visual Baton Exchange down sweep method in relays
* Display the character of a sport person
 |  | The learner is guided individually or in groups to:Practice the non-visual Baton Exchange down sweep method in relays | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 14-18*** | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Field Events | Facility and equipment in High Jump | By the end of the sub strands, the learner should be able to: * Using digital devices watch video clips and observe the facility and equipment in high jump
* Perform warm up activities such as jumping jacks, skip and skip, press-ups and cool down activities
* Enjoy demonstrating high jump
 | What is high jump? | The learner is guided individually or in groups to:* Perform warm up activities such as jumping jacks, skip and skip, press-ups and cool down activities
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 19-22*** | sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Field Events | Facility and equipment in High Jump | By the end of the sub strands, the learner should be able to: * Walk from a distance, mark a suitable point and take off
* Practice high jumping in groups of three and receive feedback
* Display an attitude to work in a team
 | What rules should you observe when performing high jump? | The learner is guided individually or in groups to:* Practice high jumping in groups of three
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 19-22*** | sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **3** | **1** | Field Events | Scissor Technique in High Jump | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip and observe the run, the takeoff, flight and landing
* Follow the instructions given by the teacher to demonstrate the scissor technique in high jump
* Enjoy practicing the scissor technique in high jump
 | Which foot clears the bar first during flight in scissor technique high jump? | The learner is guided individually or in groups to:* Use a digital device to watch a video clip and observe the run, the takeoff, flight and landing
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 22-27*** | sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Field Events | Scissor Technique in High Jump | By the end of the sub strands, the learner should be able to: * Perform warm up activities such as jumping jacks, side shuffles, lunges activities
* Demonstrate the run, the takeoff, the flight and the landing using scissor technique
* Appreciate positive ways of coping with stress in daily life
 | What are the ways of coping with stress during games and sports? | The learner is guided individually or in groups to:* Demonstrate the run, the takeoff, the flight and the landing using scissor technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 22-27*** | sports channels, Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Field Events | Equipment and sector in Standing Javelin  | By the end of the sub strands, the learner should be able to: * Use digital devices to watch video clips and observe the parts of a the javelin sector
* Identify the various parts of the javelin, the head, the shaft, cord grip and the tail
* Enjoy observing the divisions and the measurement of a javelin throw sector
 | What is Javelin? | The learner is guided individually or in groups to:* Identify the various parts of the javelin, the head, the shaft, cord grip and the tail
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 28-31*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Field Events |  | By the end of the sub strands, the learner should be able to: * Perform warm up activities such as walking jacks, ankle circles and activities
* Practice throwing the javelin with a stabbing action at a good throwing angle
* Enjoy throwing the javelin at different angles
 | What are the different parts of a javelin? | The learner is guided individually or in groups to:* Practice throwing the javelin with a stabbing action at a good throwing angle
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 28-31*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Field Events | The throw in standing Javelin | By the end of the sub strands, the learner should be able to: * Warm up through body weight squats, arm swings, hip circles and heel & toe activities.
* Perform the stance, grip and carriage in standing javelin
* Have fun practicing the throw in standing javelin
 | What are the rules for handling a javelin? | The learner is guided individually or in groups to:* Warm up through body weight squats, arm swings, hip circles and heel & toe activities.
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 31-38*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **4** | **1** | Field Events | The throw in standing Javelin | By the end of the sub strands, the learner should be able to: * Demonstrate the grip, stance and carriage in standing javelin and get feedback from the teacher
* Practice the stance, grip, carriage, release and recovery with a javelin in pairs
* Appreciate feedback from their partner
 | What is *the stance* in standing javelin? | The learner is guided individually or in groups to:* Demonstrate the grip, stance and carriage in standing javelin and get feedback from the teacher
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 31-38*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Field Events |  | By the end of the sub strands, the learner should be able to: * Practice standing throw grip, carriage, release, walk and throw, then withdraw and release drill
* Work in teams to perfect the throwing angle
* Enjoy playing the game of hoop and throw
 | Using a javelin how to you hold *the carriage*? | The learner is guided individually or in groups to:* Practice standing throw grip, carriage, release, walk and throw, then withdraw and release drill
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 31-38*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Field Events | Standing Shot PUT | By the end of the sub strands, the learner should be able to: * Use digital devices to watch a video clip and observe the features of the shot put sector
* Warm up activities such as mountain climbers, side reach, arms circles and cool down activities
* Have fun discussing the shape and materials used to make the shot put
 | What is a shot put? | The learner is guided individually or in groups to:* Use digital devices to watch a video clip and observe the features of the shot put sector
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 38-41*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Field Events | Standing Shot PUT | By the end of the sub strands, the learner should be able to: * Identify the *putting* action of throwing a shot put
* Observe and familiarize with the shot-put sector
* Have fun playing the game of circle bag tag
 | What is a shot-put sector? | The learner is guided individually or in groups to:* Play the game of circle bag tag
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 38-41*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Field Events | Putting the shot | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on putting a shot while observing the stance, grip, release and recovery
* Warm up with back pedaling, plank walk out, arm swings and cool down activities
* Enjoy demonstrating the stance and grip
 | From the picture, which action is the girl about to undertake? | The learner is guided individually or in groups to:* Warm up with back pedaling, plank walk out, arm swings and cool down activities
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 42-46*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **5** | **1** | Field Events | Putting the shot | By the end of the sub strands, the learner should be able to: * Demonstrate the stance, grip, release and recovery in putting the shot
* Practice recovery after the shot put leaves the hand
* Appreciate the teacher’s feedback
 | How do you recover safely after putting the shot? | The learner is guided individually or in groups to:* Demonstrate the stance, grip, release and recovery in putting the shot
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 42-46*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Field Events | Putting the shot | By the end of the sub strands, the learner should be able to: * Practice the shot grip drill using a tennis ball
* Practice stationery put and putting into a hoop drill in groups of five
* Enjoy creatively designing drills to practice the stance, grip, release and recovery
 | What is stationery put? | The learner is guided individually or in groups to:* Practice stationery put and putting into a hoop drill in groups of five
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 42-46*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Rope Work | Wounded duck | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on the wounded duck technique
* Observe the positioning on the toes and knees
* Have fun discussing the observations with their classmates
 | What is wounded duck technique? | The learner is guided individually or in groups to:* Use a digital device to watch a video clip on the wounded duck technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 49-54*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Rope Work | Wounded duck | By the end of the sub strands, the learner should be able to: * Perform warm up activities such as tagging a partner, leg swing, beckoning, light walking and arm swinging
* Demonstrate the movement of the feet and the knees in the wounded duck technique
* Appreciate the flexibility that comes with this technique
 | What are the different warm up activities? | The learner is guided individually or in groups to:* Demonstrate the movement of the feet and the knees in the wounded duck technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 49-54*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Rope Work | Wounded duck | By the end of the sub strands, the learner should be able to:* Perform wounded duck without a rope
* Perform wounded duck technique with a rope
* Display positivity in accepting feedback from the teacher
 | How do you perform the wounded duck without a rope? | The learner is guided individually or in groups to:* Perform wounded duck technique with and without a rope
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 49-54*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **6** | **1** | Rope Work | Wounded duck | By the end of the sub strands, the learner should be able to: * Perform the wounded duck routine and in different directions in pairs
* Practice skipping and counting, numbers and letters, skipping to rhythm and creating the wounded duck
* Play the wounded duck circle for entertainment
 | How do the feet move in the wounded duck technique? | The learner is guided individually or in groups to:* Practice skipping and counting, numbers and letters, skipping to rhythm and creating the wounded duck
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 49-54*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Rope Work | Swing Kick | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on the swing kick technique
* Observe the movement of the legs and the feet during the performance
* Display respect for others opinion when discussing the swing kick technique
 | What is a swing kick? | The learner is guided individually or in groups to:* Use a digital device to watch a video clip on the swing kick technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 54-58*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Rope Work | Swing kick | By the end of the sub strands, the learner should be able to: * Warm up through tagging a partner, leg swing, arm circle and cool down activities
* Demonstrate the movement of the feet and the knees in the swing technique
* Enjoy practicing swing kick rhythm, skipping a target and skipping round cones
 | What drills can you use to practice the swing kick technique? | The learner is guided individually or in groups to:* Demonstrate the movement of the feet and the knees in the swing technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 54-58*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Rope Work | Partner work | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on partner work technique
* Observe how partner are able to coordinate the skipping rope
* Display respect for others opinion by discussing the skills the learners are performing
 | What directions are the boys facing during the activity? | The learner is guided individually or in groups to:* Use a digital device to watch a video clip on partner work technique
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 59-66*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Rope Work | Partner work | By the end of the sub strands, the learner should be able to:* Demonstrate the partner work such as the face -to -face , back -to -back and side -by -side techniques
* Warm up through partner tag, start jumps, back and side stretch activities
* Perform light jogging and walking for energy
 | What are some of the warm up drills can you use in preparation for rope work? | The learner is guided individually or in groups to:* Warm up through partner tag, start jumps, back and side stretch activities
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 59-66*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **7** | **1** | Rope Work | Partner work | By the end of the sub strands, the learner should be able to: * Demonstrate face-to-face, back-to-back and side-to-side techniques with a partner
* Practice face-to-face, back-to-back and side-to-side techniques with a partner
* Appreciate the teacher’s feedback
 | How do you perform side-to-side technique with a partner? | The learner is guided individually or in groups to:* Demonstrate face-to-face, back-to-back and side-to-side techniques with a partner
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 59-66*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Soccer | Trapping – using the thigh | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on trapping using the thigh
* Observe the placement of the thigh when trapping
* Appreciate others opinion when discussing the playing skills in the game
 | What is soccer? | The learner is guided individually or in groups to:* Discuss the playing skills in the game
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 67-70*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Soccer | Trapping – using the thigh | By the end of the sub strands, the learner should be able to:* Perform warm up and cool down activities
* Demonstrate by tossing the ball and attempt to trap it with the thigh before it touches the ground
* Enjoy practicing throw and trap, kick and trap
 | What is trapping? | The learner is guided individually or in groups to:* Demonstrate tossing the ball and attempting to trap it with the thigh before it touches the ground
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 67-70*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | soccer  | Trapping – using the chest  | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video clip on chest trap
* Observe the positioning of the chest as the ball makes contact
* Enjoy looking at magazines, journals and pictures on trapping using the chest
 | What materials is a soccer ball made of? | The learner is guided individually or in groups to:* Look at magazines, journals and pictures on trapping using the chest
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 70-75*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Soccer | Trapping – using the chest | By the end of the sub strands, the learner should be able to: * Warm up through jog on the spot, rhythmical jumps, trunk rotation, half squats and cool down activities
* Practice the flighted chest trap, and the bouncing ball drills
* Have fun practicing trapping with the chest and observe safety
 | What does chest trap involve? | The learner is guided individually or in groups to:* Warm up through jog on the spot, rhythmical jumps, trunk rotation, half squats and cool down activities
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 70-75*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **8** | **1** | Soccer | Trapping – using the sole | By the end of the sub strands, the learner should be able to: * Watch a video clip on trapping using the sole
* Observe the placement of the foot as the ball makes contact with the ground
* Appreciate the techniques by looking at magazines, journals and newspapers
 | What part of the foot is in contact with the ball? | The learner is guided individually or in groups to:* Observe the placement of the foot as the ball makes contact with the ground
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 75-79*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Soccer | Trapping – using the sole | By the end of the sub strands, the learner should be able to: * Warm up through jumping jacks, walking knee hugs, leg swings and cool down activities
* Demonstrate by placing the sole on a bouncing ball applying some light pressure on top of it
* Appreciate feedback from the teacher and others
 | How do you perform jumping jacks when warming up? | The learner is guided individually or in groups to:* Practice trapping using the sole using drills such as dead trap, roll and trap
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 75-79*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Soccer | Trapping – using the sole | By the end of the sub strands, the learner should be able to:* Practice trapping using the sole using drills such as dead trap, roll and trap
* Perform in pairs and groups kick and trap, circle sole of the foot, rectangular formation and premier trapping
* Enjoy playing trap the mouse game
 | What game is trapping the mouse? | The learner is guided individually or in groups to:* Perform in pairs and groups kick and trap, circle sole of the foot, rectangular formation and premier trapping
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 75-79*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Volley Ball | Single hand dig pass | By the end of the sub strands, the learner should be able to: * Using a digital device watch a video clip on volley ball
* Observe when and how the players apply the single hand dig pass
* Have fun looking at magazines, newspapers and journals on single hand dig
 | What game is volley ball? | The learner is guided individually or in groups to:* Look at magazines, newspapers and journals on single hand dig
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 80-83*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Volley Ball | Single hand dig pass | By the end of the sub strands, the learner should be able to: * Warm up through high knee, knee raisers, half squats and cool down activities
* Demonstrate with a partner who should receive it with a single handed dig pass
* Appreciate feedback from the teacher
 | What is single hand dig pass? | The learner is guided individually or in groups to:* Demonstrate with a partner who should receive it with a single handed dig pass
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 80-83*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **9** | **1** | Volley Ball | Single hand dig pass | By the end of the sub strands, the learner should be able to: * Practice single hand return with a partner using right hand dig, left hand dig and alternate hands dig
* Receive feedback from each other
* Play sack volleyball game for enjoyment
 | How many hands should a player use to perform the single hand dig? | The learner is guided individually or in groups to:* Practice single hand return with a partner using right hand dig, left hand dig and alternate hands dig
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 80-83*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **2** | Volley Ball | Over arm serve  | By the end of the sub strands, the learner should be able to: * Use a digital device to watch a video
* Observe the stance and players movement towards the ball
* Enjoy looking at magazines, journals and newspapers on over arm serve
 | What is over arm serve? | The learner is guided individually or in groups to:* Use a digital device to watch a video
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 84- 86*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **3** | Volley Ball | Over arm serve | By the end of the sub strands, the learner should be able to: * Perform warm up and cool down activities
* Demonstrate the steps to follow when performing an over arm serve
* Appreciate feedback from the teacher
 | How many steps should you follow when performing an over arm serve? | The learner is guided individually or in groups to:* Demonstrate the steps to follow when performing an over arm serve
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 84-86*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **4** | Volley Ball | Over arm serve | By the end of the sub strands, the learner should be able to: * Practice the single hand dig pass using serving relay in teams
* Recognize and appreciate the first team to finish
* Play the rally serving challenge in two equal teams for enjoyment
 | What are the safety measures to apply when performing over arm serve? | The learner is guided individually or in groups to:* Practice the single hand dig pass using serving relay in teams
 | ***KLB Visionary Physical and Health Education Learner’s Book 6 Pg. 84-86*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
|  | **5** | Volley Ball | Minor games and basic rules | By the end of the sub strands, the learner should be able to: * Use digital devices to search for volley ball rules and watch volley ball games
* Perform game warm up by passing the ball to each other
* Enjoy playing different games involving volleyball
 | What are minor games? | The learner is guided individually or in groups to:* Play different games involving volleyball
 | ***KLB Visionary Physical and Health Education Learner’s Book Pg. 87-89*** | Observation Peer assessment and feedback Self - assessment and feedbackPractical’s Written Tests Portfolio |  |
| **10** | ***END OF TERM EXAM*** |