**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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’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 feedback  Practical’s Written Tests Portfolio |  |
| **10** | ***END OF TERM EXAM*** | | | | | | | | |