



PHYSICAL EDUCATION AND SPORTS SYLLABUS
FOR LOWER PRIMARY SCHOOLS
(P1-P3)
KIGALI, 2022

**PHYSICAL EDUCATION AND SPORTS FOR LOWER PRIMARY SCHOOLS
(P1-P3)**

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FOREWORD

The Rwanda Basic Education Board is honored to present to you this Physical Education and Sports syllabus for Lower Primary Schools which serve as both official documents and as a guide to competence-based teaching and learning. This syllabus ensures consistency and coherence in the delivery of quality education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated into society and access employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus with teaching and learning materials and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, particularly the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job markets has necessitated the shift to a competence-based curriculum. With the help of the teachers, whose role is central to the success of the syllabus, learners gaining appropriate skills and being able to apply what they have learnt in real life situations and thus making a difference not only to their lives but also to the nation.

I wish to sincerely extend my appreciation to all educational experts who contributed to the adaptation of this syllabus, particularly REB/CTLR Department staff who organized the whole process from its inception. Any comment of contribution would be welcome for the improvement of this syllabus.

Dr. MBARUSHIMANA Nelson

Director General, REB

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I wish to sincerely extend my special appreciation to people who played a major role in adaptation of this Physical Education and Sports syllabus for Lower Primary Schools. It would not have been successful without the participation of different partners that I would like to express my deep gratitude.

My thanks go to the Rwanda Basic Education Board leadership who supervised the whole activity and staff who were involved in the adaptation of this syllabus. I also wish to extend my appreciation to Secondary school teachers, lecturers and different education experts for their valuable support.

Joan Murungi,

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Contents

FOREWORD	I
ACKNOWLEDGEMENT	III
1. GENERAL INTRODUCTION	- 4 -
1.1 Background of Physical Education and Sports syllabus adaptation	- 4 -
1.2 Rationale of teaching and learning Physical Education and Sports	- 4 -
1.2.1 Physical Education and Sports and society	- 4 -
1.2.2 Physical Education and Sports and learners	- 5 -
1.2.3 Physical and Sports and Other areas in the Curriculum	- 5 -
1.2.4 Competences	- 5 -
2. PEDAGOGICAL APPROACH	- 9 -
2.1 Teaching and learning of Physical Education and Sports	- 9 -
2.2.1 Role of the learner	- 9 -
2.2.2 Role of the teacher	- 9 -
2.2.3. Special needs education and inclusive approach	- 10 -
3. ASSESSMENT APPROACH	- 12 -
3.1 Formative and continuous assessment (assessment for learning)	- 13 -
3.2 Record Keeping	- 13 -

3.3 Assessment criterion	- 14 -
3.4. Reporting to parents	- 14 -
4. RESOURCES	- 15 -
4.1 Equipment	- 15 -
4.2. Human Resource	- 15 -
5. SYLLABUS UNITS	- 16 -
5.1 Presentation of the structure of the Syllabus Units	- 16 -
5.2 Physical Education and Sports Syllabus for Primary One	- 16 -
5.2.1 Key Competences at the end of Primary One	- 16 -
5.2.2 Table Units for Primary One	- 17 -
5.3. Physical Education and Sports for Primary Two	- 34 -
5.3.1 Key Competences for Primary Two	- 34 -
5.3.2 Unit table for Primary Two	- 35 -
5.4 Physical Education and Sports Syllabus Unit for Primary Three	- 54 -
5.4.1 Key competences at the end of Primary Three	- 54 -
5.4.2 Unit table for primary three	- 54 -
6. REFERENCES	- 71 -
APPENDICES	- 72 -
Appendice A: WEEKLY TIME ALLOCATION	- 72 -

1. GENERAL INTRODUCTION

1.1 Background of Physical Education and Sports syllabus adaptation

The rationale for adapting Lower Primary Physical Education and Sports (PES) syllabus is to ensure that the ministerial order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education is implemented. This adapted Physical Education and Sports syllabus provides learners the opportunity to acquire the knowledge and skills of regularly and safely engaging in physical activities and to develop the competences and attitudes for attaining and maintaining a healthy and active lifestyle. It also helps learners develop and refine locomotor, non-locomotor, and manipulative movement skills by engaging learners in a variety of physical activities.

Physical Education and Sports is as an integral part of the total competence based curriculum. It provides a vital opportunity to develop the physical, social, emotional, and intellectual capacities of learners. The syllabus emphasizes acquiring both theoretical and practical skills and competence based learning.

This syllabus aims to cultivate dynamic leaders who are able to respond to the future employment needs of the nation and the global economy. Its standards are comparable with the highest international standards in terms of competences, knowledge and skills.

1.2 Rationale of teaching and learning Physical Education and Sports

1.2.1 Physical Education and Sports and society

Physical Education and Sports plays a vital role in Lower Primary Schools. Since people's lives are involved, it is crucial that people are really accurate with their well-being, physical fitness and sports practice. Regular participation in physical activity establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular disease, overweight or obese and poor diet. Greater health benefits can be achieved by increasing the amount of physical activity through changing the duration, frequency, or intensity of the effort. Physical Education and Sports events can be used as a social or global cohesion, conflict resolution or reconciliation and peace keeping.

in addition, Physical Education and Sports develops learner physical competence and confidence, and their ability to use and apply them to perform in a range of physical activities in teaching and learning process. Learners learn how to plan, perform and evaluate actions; how to be creative and face up to different challenges both as individuals and as team members in groups. Learners learn how to think critically in different ways to suit a variety of creative, competitive and challenging activities. Learners will have the opportunity to apply Physical Education and Sports in different contexts in social life and appreciate the relevance and benefits of studying Physical Education and Sports.

1.2.2 Physical Education and Sports and learners

Physical Education and Sports develops learners' physical competence and confidence, and their ability to use these to perform in a range of physical activities and take part in sports and games. It promotes physical skill, physical development and knowledge of the body in action. Physical Education and Sports provides opportunities to develop desirable personal and social skills that enhance self-esteem, fair play, acceptance of success and failure, cooperation among others. Through physical activities learners discover their aptitudes, abilities and preferences, and make choices about how to engage in lifelong physical activity and to live a healthy life. Activity in Physical Education and Sports lessons may emphasize self-improvement, participation, and cooperation rather than winning and losing.

1.2.3 Physical and Sports and Other areas in the Curriculum

Physical Education and Sports complements other subjects as stipulated on the lessons' timetable. Indeed, Physical Education and Sports advances the learners' language proficiency through putting in practice a given game's or play's instructions. For the learners to keep motivated and interested in the lesson, games and plays are used in different parts of the lesson. The competences that learners portray in Physical Education and Sports become the reason for them to have self-confidence and then increase their academic performance in other subjects.

1.2.4 Competences

A competence is an ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task successfully. That is, the ability to apply learning with confidence in a range of situations. Basic competences are addressed in the stated broad subject competences and in objectives highlighted on year basis and in each of units of learning. The generic competences, basic competences that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic Competences

- **Critical and problem solving skills:** The acquisition of such skills in PES lessons will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.
- **Creativity and innovation:** The acquisition of such skills in PES lessons will help learners to take initiatives and use imagination beyond knowledge provided in classroom to generate new ideas and construct new concepts.
- **Research:** This will help learners to find answers to questions based on existing information and concepts and use it explain phenomena from gathered information.
- **Communication in official languages:** Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners in PES lessons. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.
- **Cooperation, inter personal management and life skills:** This will help the learners to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. in PES lessons, perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.

- **Lifelong learning:** The acquisition of such skills in PES lessons will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfillment in areas that are relevant to their improvement and development

Broad Physical Education and Sports competences

During and at the end of learning process, the learner can:

- Develop the physical, social, emotional and intellectual aspects;
- Demonstrate personal competences in a variety of individual and collective sports;
- Perform/develop an appropriate range of movement skills in a variety of contexts;
- Demonstrate an understanding of fair play and team spirit through participation and competition;
- Develop personal competence in the athletic skills of running, jumping and throwing;
- Develop personal competence in a range of gymnastic movements;
- Develop an appreciation of movement and the use of the body as an instrument of expression and creativity;
- Interact and co-operate sensitively with others, regardless of cultural or social background or special needs;
- Demonstrate positive attitudes and values towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the learner for the active and purposeful use of leisure time;
- Demonstrate personal competences in the games skills in games situations;
- Demonstrate fair play and competitive spirit.
- Perform successfully physical fitness test and result interpretation.

Physical Education and Sports and developing competences

The national policy documents based on national aspirations identify some 'basic competences' alongside the 'Generic competences' that will develop higher order thinking skills and help learners learn subject content and promote application of acquired knowledge and skills.

Competences are the skills, knowledge and attributes gained through every work, educational, volunteer and life experience. In Physical Education and Sports, learners develop the following specific competences:

- Deep understanding in a broad range of knowledge;
- High level thinking skills, such as problem-solving, creative and critical thinking;
- Effective social and co-operative skills;
- Competitive skills;
- A strong sense of cultural identity, belonging, contribution, and well-being; and
- Recognized qualifications and skills for employment.

Physical Education and Sports contributes to all of the generic competences. Success in team sports depends upon effective communication and cooperation to ensure that the team is greater than the sum of its parts. Learners need to think critically about their own and other people's work and performances, and they need to be creative in developing solutions to challenges. The problem of how to improve health, fitness and skills and hence to perform better requires considerable strength in problem-solving.

2. Pedagogical approach

2.1 Teaching and learning of Physical Education and Sports

The Physical Education and Sports subject is taught and learnt focusing on the learners' competences revealed in their ability to perform various gymnastic and physical exercises. This syllabus highlights relevant exercises and games to perform and the way learners get them carried out and assessed. The teacher prepares Physical Education and Sports lessons, explains and demonstrates exercises/games to the learners that engage them into learning activities that develop their competences in Physical Education and Sports subject.

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable, and habit forming.

2.2.1 Role of the learner

In the competence-based curriculum, the learners the principal actor of his/her education. He/she is not an empty bottle to fill. Considering the initial capacities and abilities of the student, the syllabus lists under each unit, suggested engaging activities for the learner in the learning process.

The teaching- learning processes will be tailored towards creating a student's friendly environment basing on the capabilities, needs, experience and interests. Therefore, the following are some of the roles or the expectations from the learners:

Learners should be involved in a wide and increasing range of physical activities including gymnastics, athletics, sports and games. They should have the opportunity to refine the standard of their performance and to develop and evaluate their own movements, strategies and tactics. They should be introduced to a range of games and sports such as Individual sports like Athletics and Gymnastics and Collective Sports like football, basketball, handball and volleyball.

2.2.2 Role of the teacher

In the competence-based curriculum, the teacher is a facilitator, organizer, advisor, a conflict solver, etc. He/she has to ensure that crosscutting issues are addressed appropriately in teaching and learning process.

The specific duties of the teacher in a competence-based approach are the following:

- When teaching Physical Education and Sports, the teacher plays a big role as a facilitator by helping the learner to develop a positive self-image, co-operation with others and a sense of fair play.
- The teacher identifies the needs of the learners, the nature of physical exercises to be done according to their level and abilities.
- The teacher organizes the learners in the teaching area, provides the appropriate materials and demonstrates the handling of the apparatus and the way the experiment should be carried out.
- The teacher must be ensuring that the learner experiences a variety of vigorous and challenging activities and fostering a stimulating and secure environment in which the learner can be creative and imaginative.
- The teacher must have due regard for safety by ensuring that the learner adopts safe practices and takes into consideration for the particular needs of each learner
- He/she has to evaluate and assessing the progress of the student
- The teacher has to ensure that the cross cutting issues are addressed in teaching and learning process.

2.2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have learners who are totally different in their ways of living and learning. The difference can either be emotional, physical, sensory, and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and set strategies to provide relevant education to them. The teacher therefore is requested to consider each student's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special educational needs is provided for in the guidance for teachers.

The learners with special needs should experience the enjoyment of participation and helps them to feel comfortable and not discriminated in physical activities. It is important that the class teacher encourages maximum participation in the Physical Education and Sports program and follow up their progression through the various stages of the Physical Education and Sports lesson according to their abilities.

3. Assessment approach

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student's progress in learning and to make a judgment about a student's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the competence-based curriculum assessment must also be competence-based; whereby a student is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

For Physical Education and Sports subject, assessment will be organized at the School level, District level and National level.

The syllabus is assessed by theoretical and practical examination. The pass mark is 50%.

Weight of assessment

Category of assessment	Level of assessment	Weight
Comprehensive assessment	School based assessment	Theoretical assessment: 30%
	District based assessment (Theoretical assessment)	
	National based assessment (Theoretical assessment)	Practical assessment: 70%

N.B: Whether it is a school based assessment, District based assessment or National Based assessment: Practical should weight 70% of PES assessment and theoretical should weight 30% of PES assessment. Practical assessment should be done at school by respecting criteria for assessment for each unit.

3.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Before going to the next unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, this should be done at the end of each unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. Observation is the most useful and most consistently used form of assessment in PES. It involves the informal monitoring of learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher observation as a form of assessment is particularly appropriate for Physical Education and Sports, as assessment is best undertaken as the learners are engaged in activities. Teacher observation might also focus on the responses the learner makes when a task is given, the responses the learner makes to the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work, the understanding displayed by the learner when engaged in an activity.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for corrective actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress towards unit competences and to advice accordingly. The proper way of record keeping is to store (in one file or in an electronic form) all of the learners' assessments and the results indicating where strengths and weaknesses of the learners are, in their academics. All these have a role in preparing particular activities and plans for the targeted/intended competences to be realized. The assessment results are based upon by the teacher while sharing them (assessment results) with both the learner and the parents.

3.3 Assessment criterion

Assessment is based on various key unit competences and generic competences: how a learner understands instructions, performs physical exercises/games, technical skills in different games, movement and coordination skills and problem solving skills in relation to a given games or exercises. Assessment will also base on the way a learner relates with others, cooperates and develops teamwork spirit, yielding victory and loss, controls emotions, avoids injuries/accidents resulting from exercises/games, express of commitment and will, wears Physical Education and Sports related sportswear and his/her fair play while performing exercises or games.

3.4. Reporting to parents

Physical Education and Sports subject requires that parents should be given reports indicating the learner's academic performance. Not only marks/grades can be based on determining that learners have gained the intended competences but also to highlight where learners are performing well and where they are not and thus, measures are taken.

4. Resources

4.1 Equipment

For the intended competences to be realized, a field and other various instructional materials will be needed. For instance: teacher's guides describe how exercises are performed and games are played. The balls and jumping ropes made out of locally available resources, drums, whistle, radio, television, computer, projectors and other materials that were highlighted in different units as they will be distributed in the schools will be needed while teaching Physical Education and Sports lessons. The lack of playgrounds which are wide enough shouldn't be the reason for not teaching Physical Education and Sports subject. There are many exercises/games learners can play which don't need a big playground, corridors and other available safety spaces at school may be used. Human resources The Physical Education and Sports teacher must be professionally updated and regularly finding and trying out new instructional materials and methods. He/she is required to have the following skills:

- Be a role model in skills and behaviors expected of the learners;
- Organize and set up where the lesson should be taught by availing enough learning space;
- Encourage learners to participate in the Physical Education and Sports lesson;
- Cater for each and every learner's individual needs for providing equal opportunities to all;
- Provide particular assistance to learners with special education needs so that they develop competences in Physical Education and Sports;
- Encourage learners to strive for having good health and live in peace;
- Train their learners for acceptable behaviors with trustworthiness;
- Effectively make use of teaching and learning materials and the syllabus.

4.2. Human Resource

The effective implementation of this syllabus needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated

5. SYLLABUS UNITS

5.1 Presentation of the structure of the Syllabus Units

The Physical Education and Sports subject in lower primary education consists of 18 units where every class is comprised of 6 units. For each level, the syllabus is started by outlining the key competences that are intended for that class level, followed by topic areas which are divided into various learning areas. Every learning area is subdivided into different units.

Each unit has the following elements:

- Unit title;
- Number of periods;
- A key competence which guides learning activities for the whole unit.

Each key competence is broken into three types of learning objectives (knowledge and understanding, skills, attitudes and values);

- Learning activities;
- Link with other subjects;
- Assessment criteria;
- Teaching and learning resources/materials'

5.2 Physical Education and Sports Syllabus for Primary One

5.2.1 Key Competences at the end of Primary One

- Perform a range of aerobic warm-up exercises, stretch the body and develop basic techniques of gymnastics
- Perform marching exercises on straight lines
- Perform various running, jumping and throwing exercises
- Perform conducting, shooting and playing a simple game needs cooperation

- Perform throwing, catching and dribbling the ball
- Perform physical exercises without discomforting others and prevent illnesses caused by lack of hygiene throughout sports

5.2.2 Table Units for Primary One

TOPIC AREA: GYMNASTICS AND MOVEMENT			Sub-topic: Individual Sports	
P1 Physical Education and Sports		Unit 1: MOTOR CONTROL		No. of periods: 6
Key Unit competence: Perform a range of aerobic warm-up exercises, stretch the body and develop basic techniques of gymnastics				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Explain the importance of warm-up and stretching exercises. -Identify the importance of balance exercises. 	<ul style="list-style-type: none"> - Warm-up of the body. - Stretching the body. - Changing direction 	<ul style="list-style-type: none"> - Develop Courage. - Being Self-confidence. -Recognize the importance of keeping safe environment sustainability during physical and sports activities -Develop balance and agility - Show mutual respect 	<ul style="list-style-type: none"> -Warm-up exercises/games -Stretching and cooling down exercises/games -Exercises that develop balance and agility 	<ul style="list-style-type: none"> • Respond to the teacher's instructions. •In groups, students perform Warm-ups: <ul style="list-style-type: none"> - While running. - In a static position. - While running around the field. - While running across corners • In groups, students perform stretching and cooling down different parts of the body: <ul style="list-style-type: none"> - Neck stretch exercises; - Spinal cord stretch exercise; - Chest stretches exercises;
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				<ul style="list-style-type: none"> - Hamstrings stretch exercises; - Breathing in and out exercises; - Jogging; - Slowly cooling down the body while walking • Individually/in groups, walking on the piece of wood, with one leg, playing games that require much attention and carrying objects on the head without touching them.
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Link to other Subjects: Mathematics: Numeracy, SET: Breathing, SST: Directions

Assessment criteria: Observe learner's performance while performing physical exercises.

Materials: Field/court/playground, gymnasium, whistle, pictures, balls, piece of wood, sticks, small bottle of water, cup of water, basket (Agaseke), small bucket, rope, watch, and bricks.

TOPIC AREA: GYMNASTICS AND MOVEMENT			Sub-topic: Individual Sports	
P1 Physical Education and Sports		UNIT 2: MOVEMENT AND COORDINATION EXERCISES /GAMES		No. of periods: 13
Key Unit competence: Perform marching exercises on straight lines				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>- Explain the purpose of marching on the straight lines.</p> <p>- Enlist the parts of the human body.</p>	<p>- March on straight lines.</p> <p>- Follow instructions.</p> <p>- Show different parts of the body.</p>	<p>- Develop Courage</p> <p>- Being Self-confident.</p> <p>- Develop Coordination</p> <p>- Being honesty</p> <p>- show discipline</p> <p>- Develop Collaboration</p>	<p>-Exercises and games that develop movement and coordination.</p> <p>-Exercises that teach learners to take specific positions</p> <p>-Exercises that improve the knowledge of learners</p> <p>Exercises that improve socio-economic behaviour with others.</p>	<p>- Respond to the teacher's instructions.</p> <p>- Follow given instructions.</p> <p>- In groups, students perform:</p> <ul style="list-style-type: none"> •Strengthening exercise of abdominal and spinal cord muscles. •Coordinating movements of arms and legs. <p>- In, groups, students perform Exercises that teach taking positions:</p> <ul style="list-style-type: none"> • On horizontal lines. • On a circle.
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			<p>Exercises that improve feelings and emotions.</p>	<p>- In groups, students play games that develop senses:</p> <ul style="list-style-type: none"> • Blind folding games. • Touching games. • Sign making games <p>-In groups, students play games that develop memorization, calm and analysis:</p> <ul style="list-style-type: none"> •Analytical memorising and remembering games. <p>In groups, students play games that develop understanding different parts of the human body:</p> <ul style="list-style-type: none"> • Playing skilful games and taking care of body parts
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-Individually and groups,
follow given instructions:

- Playing games with given instructions.
 - Body coordination and rhythmic games.
 - Parading exercises with a given rhythm.
 - Performing marching exercises with a given rhythm.
 - Performing various exercises while alternating parts of the body.
- Playing games that encourage interaction with one another:

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|--|--|--|--|
| | | | <ul style="list-style-type: none">• Games that encourage a learner to live/ behave well with others.• Games that relate to cooperation and learn to accomplish the given duties.<ul style="list-style-type: none">– In teams, students Play in teams:• Games that encourage working as a team.<ul style="list-style-type: none">– In groups students play competitive games:• Games that encourage a learner to have wining spirit.• Games that encourage patience and fair-play |
|--|--|--|--|

- | | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none">• Games that encourage a learner to accept game results |
|--|--|--|--|---|

Link to other Subjects: Mathematics (Numeracy), SETP(parts of the body), SST(Harmonious interaction with others, Identifying positions and directions)

Assessment criteria: Observing learner's good relationship with others, self-confidence, decision-making, taking care of their body and cleanliness.

Materials: Field/court/playground, gymnasium, whistle, pictures, balls, pieces of clothes (for blind folding), soap, water, sport wear, watch.

TOPIC AREA: SPORT AND GAMES			Sub-topic: Individual Sport	
P1 Physical Education and Sports		UNIT 3: PHYSICAL EXERCISES AND GAMES		No. of periods: 7
Key Unit competence: Perform various running, jumping and throwing exercises.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

			<p>Throwing exercises</p> <ul style="list-style-type: none"> - In groups, students perform jumping movements. - By throwing balls with either a stretched or folded hand. - Throwing various playing objects. - Throwing playing objects while stationed in one place throwing to different directions
<p>Link to other Subjects: Mathematics (Numeracy), SET (Directions).</p>			
<p>Assessment criteria: Observe physical ability of learners in doing physical exercises</p>			
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls (Umupira wa Karere), stick, ropes, cones, watch, sport wears , chalks and chalkboard</p>			

TOPIC AREA: SPORT AND GAMES			Sub-topic: Collectives Sports	
P1 Physical Education and Sports		UNIT 4: FOOTBALL		No. of periods: 20
Key Unit competence: Perform conducting, shooting and playing a simple game needs cooperation .				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>Explain basic rules of football game.</p>	<ul style="list-style-type: none"> - Conducting the ball. - Shooting the ball. - Passing the ball. - Controlling the ball - Playing as a team. 	<ul style="list-style-type: none"> -Follow instructions. - Develop Courage and rapidity. - show teamwork. - Develop decision-making. - Being Self-confident 	<p style="text-align: center;">— Exercises of conducting the ball</p> <ul style="list-style-type: none"> -Exercises of passing the ball by using legs. -Exercises of shooting the ball from the hands to the leg. -Long pass exercises. - Exercises of playing in small teams with the aim of shooting into the goal. 	<p>Follow and respect given instructions.</p> <ul style="list-style-type: none"> - Individually, conducting the ball from mark A to mark B. - In groups, Passing the ball to a teammate. -Individually, students perform Exercises of shooting the ball from the hands to the leg (goalkeeper). - In pairs, students perform exercises of Kicking the ball from the ground (set pieces). - Playing with others while following instructions.
<p>Link to other Subjects: Mathematics (Numeracy), SST (Directions).</p>				
<p>Assessment criteria: Observe competences of learners in conducting the ball, kicking the ball and their ability to play simple games that portray (show) teamwork.</p>				

Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes, cones and chalkboard

TOPIC AREA: SPORTS AND GAMES			Sub-Topic: Collective Sports	
P1 Physical Education and Sports		UNIT 5: BALL GAMES PLAYED WITH HANDS		No. of periods: 20
Key Unit competence: Perform throwing, catching and dribbling the ball.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the basic rules of playing ball games played using hands	<ul style="list-style-type: none"> - Throwing the ball. - Catching the ball. - Dribbling the ball. 	<ul style="list-style-type: none"> -Follow instructions. - Develop Self-confidence - Increase rapidity. 	-Exercises of throwing the ball.	<ul style="list-style-type: none"> -Following instructions and putting them in practice. - In groups, students perform exercises of throwing the ball from one to another. - In pairs/groups, students perform exercises of catching the ball while a

		<ul style="list-style-type: none"> - Show teamwork. - Develop decision-making. 	<ul style="list-style-type: none"> - Exercises of catching the ball. - Exercises of dribbling the ball 	<p>learner is in a static or moving position.</p> <p>-In groups, students exercise of dribbling the ball towards a given direction.</p>
<p>Link to other Subjects: Mathematics (Numeracy), SET(Directions).</p>				
<p>Assessment criteria: Observe learners' competence in games of throwing, receiving and dribbling the ball.</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes, cones and a chalkboard.</p>				

TOPIC AREA: HEALTH AND WELL-BEING				
P1 Physical Education and Sports		UNIT 6: DISEASE PREVENTION		No. of periods: 6
Key Unit competence: Perform physical exercises without discomforting others and prevent illnesses caused by lack of hygiene throughout sports				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>Explain how to keep away from diseases caused by poor or lack of hygiene.</p> <ul style="list-style-type: none"> - Identify and explain ways of maintaining sports materials. 	<p>Prevention of illnesses through sports exercises/ games.</p> <ul style="list-style-type: none"> - Proper maintenance of sports materials and equipment. 	<ul style="list-style-type: none"> - Increase cleanliness - Caring for sports materials. - Develop teamwork. - Develop decision-making 	<p>Sports activities that promote body cleanliness.</p> <ul style="list-style-type: none"> - Exercises used to prevent diseases caused by poor or lack of hygiene. - Sports activities that promote tolerance 	<ul style="list-style-type: none"> - Follow instructions and put them into practice. - In groups, students play games that teach prevention of diseases caused by lack of hygiene. - In groups, students play games that discourage discomforting one another
<p>Link to other Subjects: Mathematics (Numeracy), SST (Disease prevention, cleanliness and living at peace with one another)</p>				
<p>Assessment criteria: Engage learners in physical exercises and observe the way they play with the purpose of preventing diseases caused by lack of hygiene</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes and cones.</p>				

5.3. Physical Education and Sports for Primary Two

5.3.1 Key Competences for Primary Two

- Perform warm-up, stretching and body balance exercises with courage and self-confidence
- Act accordingly in changing rhythm and direction on a straight line
- Perform various games/exercises of running, jumping and throwing

- Perform physical exercises that develop practical skills of playing football game in teams by respecting basic rules
- Follow basic rules of ball games played with hands while playing in teams and accept results from the game
- Play games/exercises that facilitate learners to know the importance of cleanliness/hygiene to human life

5.3.2 Unit table for Primary Two

TOPIC AREA: GYMNASTICS AND MOVEMENT			Sub Topic: Individual Sports	
P2 Physical Education and Sports		UNIT 1: MOTOR CONTROL		No. of periods: 6
Key Unit competence: Perform warm-up, stretching and body balance exercises with courage and self-confidence.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>-Explain the importance of doing warm-up and stretching exercises.</p> <p>- Identify the importance of performing physical exercises that teach balance.</p>	<p>-Warm-up of the body.</p> <p>- Stretching the body.</p> <p>- Body flexibility</p>	<p>- Develop courage.</p> <p>- Being Self-confident</p> <p>- Follow instructions.</p>	<p>-Warm-up exercises/games.</p> <p>- Stretching exercises/games.</p> <p>-Cool down exercises</p>	<p>-Follow and respect given instructions.</p> <p>-In groups, students perform Warm-up exercises (running around the court).</p> <p>- In groups, students perform</p> <ul style="list-style-type: none"> • stretching exercises (legs stretch, arm stretch, chest stretch, back stretch neck stretch, shoulder stretch etc.). •Cool down exercises and stretching different parts of the body • Exercises of breathing in and out.
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			<ul style="list-style-type: none"> - Flexibility and balance exercises/games 	<ul style="list-style-type: none"> -Individually, Exercises of standing on one leg. -In pairs, jump with one leg while holding the other or without holding it depending on the instructions. -Individually, students perform exercises of walking along a piece of wood. - In pairs, students perform exercises of pushing one another while standing on one leg or while squatting.
<p>Link to other Subjects: Mathematics (Numeracy), SET (Breathing, parts of the body), SST (Identifying directions)</p>				
<p>Assessment criteria: Have a critical look at how the learner: warms up, stretches, cools down the body and performs balance exercises.</p>				

Materials: Field/playground/court, gymnasium, whistle, pictures, balls, a log, a stick, ropes, small bottle of water, small basket (agaseke), watch, small bucket, cup, bricks and sports wears

TOPIC AREA: MOVEMENT AND COORDINATION			Sub Topic: Individual Sports	
P2 Physical Education and Sports		UNIT 2: MOVEMENT AND COORDINATION		No. of periods: 14
Key Unit competence: Act accordingly in changing rhythm and direction on a straight line				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>Explain the importance of walking on straight lines.</p> <ul style="list-style-type: none"> - List parts of the body. 	<ul style="list-style-type: none"> -Walking on straight lines. - Following given instructions. 	<ul style="list-style-type: none"> - develop courage - Being honesty -Being self-confident - Living in harmony with others 	<ul style="list-style-type: none"> -Physical exercises and games that develop movement and coordination. - Physical exercises and games that develop cognitive skills using senses. 	<ul style="list-style-type: none"> -Follow given exercises' instructions and put them into practice. -In groups, students perform exercises of targeting and shooting static and moving objects. - In groups, Coordinative and rhythmic games (E.g.: "Mabigibigi game"). - In groups, students perform physical exercises that concurrently match right and left hands and legs (E.g. Right and left). - In groups, students perform exercise that
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			<p>- Physical exercises that aimed at living well with others.</p>	<p>develop senses:</p> <ul style="list-style-type: none"> • Games that teach recognizing objects by smelling or touching them. • Blind folding games. • Touching game while blind folded (E.g. "Agatamabaro game") • Games that teach detecting the direction of sound made (E.g. hide and seek game). <p>-In groups, students play game that teach memorizing and keeping at ease and giving much attention:</p> <ul style="list-style-type: none"> • Games of guessing by a blind folded learner.
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			<p>- Physical exercises that develop emotions.</p>	<ul style="list-style-type: none"> • Observation game and memorizing what they saw (E.g. Do you remember me?) listening in and quick thinking game (E.g. “Inkware n’ Inkwavu game”), - Following given instructions: <ul style="list-style-type: none"> • On land and in water games (E.g. “Ku mazi no ku nkombe game”). • Play other games that require following instructions. - Games that train living well with others: <ul style="list-style-type: none"> • Games that develop sharing habits. • Games that teach
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				<p>solidarity</p> <p>-Playing in teams:</p> <ul style="list-style-type: none"> • Games that teaches helping and supporting one another. • Games that promote competitiveness and avoid conflicts. <p>- Playing games that train being patient:</p> <ul style="list-style-type: none"> • Competing with the aim of positively accept the results of the game.
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Link to other Subjects: Mathematics (Numeracy), SET (Parts of the human body), SST (Recognize positions and directions, Living in harmony with others)

Assessment criteria: Observe learner's competences to harmonize the rhythm as they take positions on straight lines.

Materials: sport wears, Field/court/playground, gymnasium, whistle, watch, pictures, cones, yardstick, rope, piece of clothes, .

TOPIC AREA: GYMNASTICS AND SPORTS			Sub Topic: Individual Sports	
P2 Physical Education and Sports		UNIT 3: ATHLETIC EXERCISES AND GAMES		No. of periods:10
Key Unit competence: Perform various games/exercises of running, jumping and throwing				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Identify the importance of performing gymnastic exercises. - Differentiate various gymnastic equipment. 	<ul style="list-style-type: none"> - Running. - Jumping. - Throwing. 	<ul style="list-style-type: none"> - Follow instructions. - Develop courage - Being Self-confident . 	<ul style="list-style-type: none"> - Exercises of running the distance between 30 and 40 meters. - Jumping (long and high jump) exercises. - Exercises of throwing and catching while making movement 	<ul style="list-style-type: none"> -Following and respect given instructions - in groups, students perform exercises of running depending on the given signs. - In groups students perform exercises of running on one place. - Individually/in groups, students perform exercises of jumping a rope, high jump and long jump. - In pairs, rolling the ball by using hands. - Individually, students perform exercises that teach proper handling the ball before throwing it
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				In pairs, Performing physical exercises of throwing and catching the ball while moving (Movement).
Link to other Subjects: Mathematics (Numeracy and measurement), SST (Directions)				
Assessment criteria: Observe the learner's ability in running, jumping and throwing				
Materials: Sport wears, Field/court/playground, gymnasium, whistle, watch, pictures, tennis balls, standards balls, improvised balls, a stick, ropes, cones, small stones, elastic bands, javelin and wood made javelins.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
P2 Physical Education and Sports		UNIT 4: FOOTBALL		No. of periods: 12
Key Unit competence: Perform physical exercises that develop practical skills of playing football game in teams by respecting basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Outline techniques and basic rules of football game.	-Dribbling the ball. - Throwing the ball. - Kicking the ball far away. - Playing in a	-Follow instructions. - Develop courage and rapidity. - show teamwork spirit. -Develop decision-making.	Exercises of dribbling the ball	- Follow and respect of given instructions; exercises; -Individually, students dribble the ball with the aim of scoring in the goal by using the leg;

team.
- Passing the ball
one to another.

-Show patience.

Exercises of throwing
the ball by using arms.

Short and long pass
exercises.

Exercises of taking
positions on the
playground/court.

Exercises of playing in
teams by scoring in the
goals.

-In pairs, students
perform exercises of
passing the ball using
arm;
-In pairs, students
perform exercises of
throwing the ball with
both hands;
- In pairs students
perform exercises of
passing the ball;
- In pairs, students
perform exercises of
kicking the ball far
away with the aim of
scoring the goal;
In groups, students
perform exercises of
taking playing positions
on the field and scoring
goals;

Link to other Subjects: Mathematics (Numeracy), SST (Directions)

Assessment criteria: Observe and count number of passes a learner has passed to teammate and number of goals scored.

Materials: Sport wears, field/court/playground, gymnasium, Watch, whistle, cards, pictures, ordinary balls, , chalkboard, goal posts, long and small cones

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
P2 Physical Education and Sports		UNIT 5: EXERCISES OF PLAYING BALL BY USING HANDS		No. of periods: 24
Key Unit competence: Follow basic rules of ball games played with hands while playing in teams and accept results from the game.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<p>Explain basic rules that govern ball games played with hands.</p>	<ul style="list-style-type: none"> -Throwing the ball. - Receiving the ball. - Dribbling the ball. 	<ul style="list-style-type: none"> -Follow instructions. - Develop Courage and rapidity - Showing teamwork spirit - Develop decision-making. - Being Self-confident . 	<ul style="list-style-type: none"> -Exercises of shooting the ball in the goals using hands -Exercises of dribbling and shooting the ball in the goals by using hands (handball) -Exercises of passing the ball while moving 	<ul style="list-style-type: none"> -Follow and respect instructions of given exercises; -Individually, students perform exercises of shooting the ball in the goals by using hands - individually/ in groups, students perform exercises of dribbling and shooting the ball in the goals using hands; - In pairs, Receiving and passing the ball - In pairs, Passing the ball which is aimed at
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			<p>-Playing the game using hands with the purpose of scoring goals</p> <p>-Exercises of throwing the ball over the net (volleyball)</p> <p>-Play the game of throwing the ball over the net with hands with the purpose of scoring a point. (Volleyball)</p> <p>-Exercises of shooting the ball in the basket</p>	<p>the chest level;</p> <ul style="list-style-type: none"> - In pairs, students exercise of passing the ball while learners are in a static or moving position; - Individually, students perform exercises of passing the ball with flexed arm, while standing or moving; -In pairs, students perform exercises of passing the ball using one arm; <p>In group, students play handball game by following basic rules and accept results from the game</p> <p>Individually, students perform exercises of throwing the ball over the net</p> <p>In group, students play volleyball game by following basic rules and accept results from the game</p>
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Link to other Subjects: Mathematics: Numeracy, SST: Directions

Assessment criteria: Observe and count the number of times a learner hit the target and count number of goals/points scored

Materials: Sport wears, Field/court/playground, gymnasium, whistle, pictures, tennis balls, balls, ropes, cones, chalkboard and goal posts, ring, basket, net and goalpost.

TOPIC AREA: HEALTH AND WELL-BEING			Sub topic:	
P2 Physical Education and Sports		UNIT 6: HEALTH AND WELL-BEING		No. of periods: 6
Key Unit competence: Play games/exercises that facilitate learners to know the importance of cleanliness/hygiene to human life				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> -Explain the importance of cleanliness of the human body. - Identify different types of diseases caused by poor or lack of cleanliness/hygiene. 	<ul style="list-style-type: none"> -Prevention of disease. - Maintain cleanliness/hygiene. 	<ul style="list-style-type: none"> -Increase cleanliness. - Develop teamwork spirit - Develop decision-making 	<ul style="list-style-type: none"> -Games/exercises that teach hygiene -Exercises/games that teach prevention of 	<ul style="list-style-type: none"> - Follow and respect instructions of given exercises; - In groups, students play games that teach how to prevent malaria

			diseases caused by poor hygiene	and other diseases caused by dirtiness.
Link to other Subjects: Mathematics (Numeracy), SST (Prevention of disease, know contagious diseases living in peace with others, maintains cleanliness).				
Assessment criteria: Observe ways learners play games that teach cleanliness, taking care of materials/equipment.				
Materials: Sport wears, Field/court/playground, gymnasium, Watch, whistle, pictures, tennis balls, balls, a stick, ropes, cones, chalkboard, water, soap, towel, basin, jerry can, sponge, step and wash, brooms, mopping sticks, hoe				

5.4 Physical Education and Sports Syllabus Unit for Primary Three

5.4.1 Key competences at the end of Primary Three

- Perform basic ground gymnastic exercises with flexibility, self-control and balance
- Perform exercises/games that develop movement and coordination basing on given instructions
- Perform sprint races, receiving and throwing, jumping and relay running of long distance
- Understand and apply the instructions in game situation and different ways of scoring the goal
- Perform dribbling the ball competitively, receiving and passing the ball while running
- Perform exercises that help understand the importance of health and well-being in the learner's life

5.4.2 Unit table for primary three

TOPIC AREA: GYMNASTICS AND MOVEMENT			Sub Topic: Individual sports	
P3 Physical Education and Sports		UNIT 1: MOTOR CONTROL		No. of periods: 8
Key Unit competence: Perform basic ground gymnastic exercises with flexibility, self-control and balance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain how to use body parts to perform various ground physical exercises. - Identify the directions - Explain the role of self-control in 	<ul style="list-style-type: none"> -Perform different warm-up exercises. - Perform different stretching exercises. - Change direction 	<ul style="list-style-type: none"> -Develop self-confidence when performing physical exercises 	<ul style="list-style-type: none"> -Warm-up exercises -Stretching exercises. 	<ul style="list-style-type: none"> - Following instructions of performing physical exercises; - In groups, students perform warm-up and

<p>daily life.</p>	<p>and speed – Play various gymnastic exercises.</p>	<p>– Differentiate parts of the body. – Being creative – develop courage and agility</p>	<p>–Rolling forward exercises. –Rolling backward exercises –Flexibility exercises –Balance exercises. –Variation of the speed and direction exercises.</p>	<p>stretching exercises; – Individually, students perform squatting exercises; – Individually, students apply press-up position; – Individually, students roll down with the chin on the chest and the head between the hands without touching the ground; –In groups, students stand on one leg while holding the other; – Individually, students perform jumping on one leg and changing to the other in a distance of 10 meters; – individually, students</p>
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				<p>stand on one leg while bending the other in a moderate time which helps stay at ease or in balance;</p> <ul style="list-style-type: none">- In pairs, students perform pushing one another's hands while squatting;- Individually, students perform jumping exercises while changing direction basing on given instructions/signs;- Individually, students perform jumping exercises while moving forward, backward, leftwards, rightwards with legs together and legs apart;
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				- In groups, students perform running exercises at the distance of 20 meters.
Link to other Subjects: Mathematics (Numeracy), SST (Directions)				
Assessment criteria: Observe that a learner uses body parts in gymnastic exercises with courage and self-confidence.				
Materials: Sports wears, Field, gymnasium, watch, whistle, pictures, balls, a log, piece of wood, a stick, and rope.				

TOPIC AREA: GYMNASTICS AND SPORTS			Sub Topic: Individual sports	
P3 Physical Education and Sports	UNIT 2: EXERCISES AND GAMES THAT DEVELOP MOVEMENT AND COORDINATION			No. of periods: 10
Key Unit competence: Perform exercises/games that develop movement and coordination basing on given instructions				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
-Explain the importance of performing marching exercises. - Identify different body parts.	-Walking on straight lines.	- Develop self-esteem - Increase Self-confidence	-Exercises and games that develop	- Following instructions of physical exercises;

	<ul style="list-style-type: none"> - Following instructions. - Playing in teams. 	<ul style="list-style-type: none"> - Improve team work and cooperation. - Develop honesty and tolerance - Improve health supporting behaviour. 	<p>movement and coordination</p> <ul style="list-style-type: none"> -Exercises and games that develop cognitive skills -Exercises aimed at developing living well with others -Exercises aiming at developing emotions 	<ul style="list-style-type: none"> -In groups, students perform exercises of shooting moving targets; - In groups, students perform exercises of doing concurrent movements of hands and legs (E.g. Mabigibigi game); - in pairs, students perform exercises developing senses by: <ul style="list-style-type: none"> • finding someone by voice while blind folded; • touching an already seen object
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				<p>before being blind folded;</p> <ul style="list-style-type: none">• feeling (someone or something) by touching- In groups, students carry out exercises of memorizing and critical analysis:• Color sorting games;• Doing exercise of identifying body parts (Simon Says Game);• Playing different games based on given instructions;• Dancing according to clapping drumming rhythms
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				<p>(E.g. Gushayaya, guhamiriza, ikinimba); -- in groups, students play games that teach harmony with others:</p> <ul style="list-style-type: none">• Games that train a learner to cooperate with others;• Games that train tolerance;• Perform various exercises that develop/train self-confidence;• Games that help learners to control emotions
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Link to other Subjects: Mathematics (Numeracy), SET (Parts of the body), SST(Identification of positions and directions and living well with others).

Assessment criteria: Observe how a learner demonstrates cooperation, harmony with others, self-confidence and decision-making

Materials: Sport wears, Field/court/playground, gymnasium, watch, whistle, pictures, tennis ball, balls.

TOPIC AREA: GYMNASTICS AND SPORTS			Sub Topic: Individual sports	
P3 Physical Education and Sports		UNIT 3: ATHLETIC EXERCISES AND GAMES	No. of periods: 12	
Key Unit competence: Perform sprint races, receiving and throwing, jumping and relay running of long distance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different ways of running, jumping, throwing and catching. - List different objects used in throwing and jumping. 	<ul style="list-style-type: none"> - Running - Jumping - Throwing - Sprinting 	<ul style="list-style-type: none"> - Develop good health habits - Increase coordination - Following instructions 	<ul style="list-style-type: none"> -Running exercises of a distance between 40- 60 meter -Relay running of long distance 	<ul style="list-style-type: none"> - Following instructions of physical exercises. - In group, students perform sprinting exercises.

		<p>- Develop Self-confidence, honesty and courage</p>	<p>-Jumping exercises</p> <p>-Exercises of throwing and receiving</p>	<p>- in groups, students perform relay races exercises.</p> <p>-In group, students perform hurdles races exercises.</p> <p>- In group, students perform exercises of getting ready to jumping.</p> <p>- Individually, students perform exercises of changing speed running into the jump impulse.</p> <p>- Individually, students practice exercises of throwing balls with a stretched or folded hand.</p>
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				<ul style="list-style-type: none"> - Individually, students perform exercises of throwing a ball after running. - Individually, students perform exercises of making long jumping steps.
Link to other Subjects: Mathematics (Numeracy), SST (Directions)				
Assessment criteria: Observe the distance the learner has jumped, number of times they threw and the distance at which he/she has thrown.				
Materials: sport wears, field/court/playground, gymnasium, watch, whistle, pictures, standard balls, tennis balls, basket, ropes, cones.				

TOPIC AREA: SPORTS AND GAMES		Sub Topic: Collective games		
P3 Physical Education and Sports		UNIT 4: FOOTBALL		No. of periods: 18
Key Unit competence: Understand and apply the instructions in game situation and different ways of scoring the goal				
Learning objectives				

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Identify techniques and rules (Laws) of the game of football.	<ul style="list-style-type: none"> - Dribbling the ball. -Throwing the ball. - Kicking far the ball. - Playing in a team. - Passing the ball. - Controlling the ball. 	<ul style="list-style-type: none"> - Follow instructions. - Develop self-esteem. - Develop rapidity. - Develop teamwork spirit - Develop decision-making. - Develop patience. 	<ul style="list-style-type: none"> -Exercises of dribbling, passing and controlling the ball -Exercises of shooting the ball held in hands before it falls/lands on the ground(goalkeeper) -Exercise of kicking the ball to farthest distance while targeting teammate (Long pass) while targeting the goal post (free kicks -Exercises of playing in teams with small number of players targeting in goalposts 	<ul style="list-style-type: none"> - Following the instructions of given exercises; - In group, students perform exercises of controlling the ball and reducing its speed; - Individually, students perform exercises of dribbling the ball; - In pairs, students perform exercises of passing the ball towards the goal; - Individually, students perform exercises of shooting

			and following the instructions.	far the ball that was held in the hands before it falls/lands on the ground (Goalkeeper); - In pairs, students perform exercises of kicking the ball to the farthest possible distance while targeting teammate (Goalkeeper); -In pairs, students perform exercise of long pass -Individually/ in pairs, students perform exercises of free kick - In groups, students apply all techniques
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				<p>in the game;</p> <p>- In group, students practice exercises aiming to know the playing positions and which position one is supposed to play in.</p>
<p>Link to other Subjects: Mathematics (Numeracy), SST(Directions)</p>				
<p>Assessment criteria: Count the number of successful passes a player has passed to fellow teammates and the number of goals they scored</p>				
<p>Materials: Sportswear, field, gymnasium, watch, whistle, pictures, balls, cones and goal posts</p>				

TOPIC AREA: SPORTS AND GAMES		Sub Topic: Collective games	
P3 Physical Education and Sports	UNIT 5: BALL GAMES PLAYED WITH HANDS	No. of periods: 20	
Key Unit competence: Perform dribbling the ball competitively, receiving and passing the ball while running.			
Learning objectives			

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Identify different techniques of playing game by using hands.	<ul style="list-style-type: none"> -Perform throwing and catching the ball - Rapidity. - Dribbling the ball. 	<ul style="list-style-type: none"> -Following instructions. - develop Courage. - Develop teamwork and tolerance. - Decision-making. - Being Self-confident in playing games - Promoting health habits/ practices. 	<ul style="list-style-type: none"> Exercises of receiving and passing the ball. -Exercises of throwing the ball aiming at a moving target. -Exercises of throwing and dodging. -Exercises of dribbling the ball while running 	<ul style="list-style-type: none"> - Follow instructions of given exercises. -In pairs, students perform technique of receiving the ball - In group, students perform exercises of passing and catching the ball while jumping or crouching. - In Pairs, Passing the ball to teammates while moving. - In groups, Games of passing, receiving and shoot on the target. - In groups, Exercises of dodging an opponent with the ball in the

				hands or without it. – In group, students carry out competition exercises of dribbling the ball by passing through cones/mark (Slalom).
Link to other Subjects: Mathematics (Numeracy), SST (Directions)				
Assessment criteria: Observe the way the ball is dribbled, received or thrown.				
Materials: Sport wears Field/court/playground, gymnasium, watch, whistle, pictures, standard balls, tennis balls, ropes, cones, goal posts, ring and basket.				

TOPIC AREA: SPORTS AND GAMES		Sub Topic: Collective games		
P3 Physical Education and Sports		UNIT 6: HEALTH AND WELL-BEING		No. of periods: 4
Key Unit competence: Perform exercises that help understand the importance of health and well-being in the learner's life.				
Learning objectives				

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - State the importance of physical exercises and games for health living. - Identify types of diseases caused by not doing sports. 	<ul style="list-style-type: none"> - Perform gymnastics exercises and physical exercises. 	<ul style="list-style-type: none"> - Increase cleanliness. -wash hands after each activity in daily life - Prevent the disease. - Show team working. - Develop decision-making 	<ul style="list-style-type: none"> -Exercises and games that teach hygiene. -Exercises /games that teach prevention of diseases caused by poor hygiene. 	<ul style="list-style-type: none"> - Follow instructions of given exercises. - In group, play the games that train the students to prevent diseases such as diabetes, high blood pressure, gout, rheumatoid arthritis and other related diseases. - In groups, play handkerchief game (“Agatambaro” game). - In groups, play stick game (Umukino w’ “agati”). - In groups, playing games related to cleanliness of hands.

				- In group, sing the songs related to hand washing.
Link to other Subjects: Mathematics (Numeracy), SST(Prevention of disease, living at peace with others, keeping clean), SET (Knowing contagious diseases)				
Assessment criteria: Observe behaviours (attitudes and values) of learners while playing/performing the game or exercise.				
Materials: Field/court/playground, gymnasium, whistle, pictures, balls, stick, ropes, cones, chalkboard, water, soap, towel, basin, sponge, step and wash (Kandagira ukarabe), brooms, mopping sticks and hoe.				

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APPENDICES

Appendice A: WEEKLY TIME ALLOCATION

#	Subjects to be taught in P1-P3	Number of periods (Period= 40 min)
1	Kinyarwanda	8
2	English	8
3	French	3
4	Mathematics	8
5	Social and Religious studies	4
6	Science and Elementary Technology (SET)	4
7	Creative Arts	2
8	Physical Education and Sports	2
9	Co-Curricular Activities	4
	Total number of contact periods per week	42
	Total number of contact hour/week	28
	Total of contact hour per year (39 weeks)	1092