



**PHYSICAL EDUCATION AND SPORTS SYLLABUS**

**FOR UPPER PRIMARY SCHOOLS**

**(P4-P6)**

**KIGALI, 2022**



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## **FOREWORD**

The Rwanda Basic Education Board is honored to present to you this Physical Education and Sports syllabus for Upper 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.

## **ACKNOWLEDGEMENT**

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 Upper 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,**

Head of Curriculum, Teaching and Learning Resources Department/REB

# **TABLE OF CONTENT**

<b>FOREWORD</b>	iii
<b>ACKNOWLEDGEMENT</b>	iv
<b>1. GENERAL INTRODUCTION</b>	1
<b>1.1 Background of Physical Education and Sports syllabus adaptation</b>	1
<b>1.2 Rationale of teaching and learning Physical Education and Sports</b>	1
<b>1.2.1 Physical Education and Sports and society</b>	1
<b>1.2.2 Physical Education and Sports and learners</b>	2
<b>1.2.3 Physical and Sports and Other areas in the Curriculum</b>	2
<b>1.2.4 Competences</b>	2
<b>2. PEDAGOGICAL APPROACH</b>	6
<b>2.1 Teaching and learning of Physical Education and Sports</b>	6
<b>2.2.1 Role of the student</b>	6
<b>2.2.2 Role of the teacher</b>	7
<b>2.2.3. Special needs education and inclusive approach</b>	7
<b>3. ASSESSMENT APPROACH</b>	8
<b>3.1 Formative and continuous assessment (assessment for learning)</b>	9
<b>3.2 Record Keeping</b>	10
<b>3.3 Assessment criteria</b>	10
<b>3.4 Reporting to parents</b>	11
<b>4. RESOURCES</b>	11
<b>4.1 Equipment</b>	11

4.2	Human Resource	12
5.	SYLLABUS UNITS	12
5.1	Presentation of the structure of the Syllabus Units	12
5.2	Physical Education and Sports Syllabus for Primary Four	13
5.2.1	Key Competences at the end of Primary Four	13
5.2.2	Table Units for Primary Four	13
5.3	Physical Education and Sports for Primary Five	28
5.3.1	Key Competences for Primary Five	28
5.3.2	Unit table for Primary Five	28
5.4	Physical Education and Sports Syllabus Unit for Primary Six	48
5.4.1	Key competences at the end of Primary Six	48
5.4.2	Unit table for Primary Six	48
6.	REFERENCES	67
7.	APPENDICES	68
	Appendix A: WEEKLY TIME ALLOCATION	68



# **1. GENERAL INTRODUCTION**

## **1.1 Background of Physical Education and Sports syllabus adaptation**

The rationale for adapting Upper 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 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.

PES 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 Upper 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 skills, 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 behaviours 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 student**

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: <b>30%</b>
	District based assessment (theoretical assessment)	
	National based assessment (theoretical assessment)	Practical assessment: <b>70%</b>

**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 criteria**

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 behaviours 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 Upper Primary Schools consists of 27 units where every class is comprised of 9 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 Four

### 5.2.1 Key Competences at the end of Primary Four

- Perform a range of aerobic warm-up exercises and develop basic techniques in gymnastics
- Perform a range of aerobic warm-up exercises and develop basic techniques in gymnastics
- Perform floor exercises or use exercising machines
- Perform basic techniques in running, jumping, and throwing
- Shoot (kick), pass, control, block, and stop in football game situation.
- Perform basic technical skills of passing, receiving, setting, and serving in volleyball
- Perform basic technical skills of passing, receiving, shooting, and dribbling basketball
- Perform pass, reception, and throw the ball in handball game situation
- Protect oneself against HIV/AIDS through games and sports.

### 5.2.2 Table Units for Primary Four

<b>TOPIC AREA:</b> GYMNASTICS AND MOVEMENT		<b>Sub-topic:</b> Individual sports
<b>P4</b> Physical Education and Sports	<b>Unit 1:</b> Motor control	<b>No. of periods: 8</b>
<b>Key Unit competence:</b> Perform a range of aerobic warm-up exercises and develop basic techniques in gymnastics		
<b>Learning objectives</b>	<b>Content</b>	<b>Learning Activities</b>

Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the importance of physical exercise for circulatory and respiratory systems.</p> <ul style="list-style-type: none"> <li>- Extend basic techniques in gymnastic activities.</li> <li>- Identify different gymnastic equipment</li> </ul>	<ul style="list-style-type: none"> <li>-Perform different aerobic exercises.</li> <li>-Develop basic techniques in gymnastics.</li> <li>- Use gymnastics equipment appropriately.</li> <li>-Take account of one's own safety and that of others during gymnastics.</li> <li>-Coordination.</li> <li>-Flexibility.</li> <li>-Balance.</li> <li>-Agility.</li> </ul>	<p>Fair play.</p> <ul style="list-style-type: none"> <li>- Self-confidence.</li> <li>- Appreciate the importance of physical activities to health.</li> <li>- Respect of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Aerobic warm up exercises.</li> <li>- Develop various basic gymnastic exercises alone.</li> <li>-Develop various gymnastic exercises with others including jumping.</li> <li>- Using basic gymnastic equipment for climbing: vaults and balance.</li> <li>- Exercises on prolonged inspiration, expiration.</li> <li>- Exercises for relaxation of muscles in general</li> </ul>	<p>Respond to the teacher's instructions.</p> <ul style="list-style-type: none"> <li>- Individually learners perform exercises for forming lines, circles, semi circles, staggered rows, slight jumping, spring positions, and relay games with speed</li> <li>- In groups learners form groups and participate in games and competitions which require adhering to results.</li> </ul>
<p><b>Link to other Subjects:</b> Rhythm in Creative Arts, senses in SET.</p>				
<p><b>Assessment criteria:</b> Able to perform a range of actions and movement with consistency, fluidity, and clarity of movement.</p>				

**Materials:** Mats, carpets, playground, rooms, whistles, stop watches, balls, cones, ropes, narrow band

<b>TOPIC AREA: GYMNASTICS AND MOVEMENT</b>			<b>Sub-topic: Individual sports</b>	
<b>P4 Physical Education and Sports</b>		<b>Unit 2: Body control and balance.</b>		<b>No. of periods: 6</b>
<b>Key Unit competence:</b> Perform a range of actions and movements with consistency, fluidity, and clarity of movement				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
-Explain the importance of physical exercises for circulatory and respiratory systems. - State the basic techniques in gymnastic activities. - Differentiate gymnastic equipment.	- Perform different aerobic exercises. - Develop basic techniques in gymnastics. - Use gymnastics equipment appropriately. - Take account of one's own safety and that of others during gymnastics. - Coordination	- Fair play. - Self-confidence. - Appreciate the importance of physical activities to health. - Respect of instructions.	-Exercises and games, which develop intelligence, cooperation, social respect, and emotional control. -Different types of formations and hand-eye coordination. -Playing in teams adhering to the rules. -Exercises and games that develop patience and happiness.	Respond to the teacher's instructions. -Individually learners perform exercises for forming lines, circles, semi circles, staggered rows, slight jumping, spring positions, and relay games with speed. - In groups learners form groups and participate in

	- Flexibility. - Balance. - Agility.			games and competitions which require adhering to results.
<b>Link to other Subjects:</b> Rhythm in Creative Arts, senses in SET.				
<b>Assessment criteria:</b> Able to perform a range of actions and movement with consistency, fluidity, and clarify of movement				
<b>Materials:</b> Mats, carpets, playground, rooms, whistles, stop watches, balls, cones, ropes, narrow band				

<b>TOPIC AREA:</b> GYMNASTICS AND MOVEMENT			<b>Sub-topic:</b> Individual sports	
<b>P4</b> Physical Education and Sports		<b>Unit 3:</b> Gymnastics.		<b>No. of periods: 4</b>
<b>Key Unit competence:</b> Perform floor exercises or use exercising machines				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		



<ul style="list-style-type: none"> <li>- State types of rolling and its importance to the body.</li> <li>- Explain the importance of physical exercises for circulatory and respiratory systems.</li> <li>- Show the basic techniques in gymnastic activities.</li> <li>- Distinguish between different gymnastic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different aerobic exercises.</li> <li>- Develop basic techniques in gymnastics.</li> <li>- Use gymnastics equipment appropriately.</li> <li>- Take account of one's own safety and that of others during gymnastics.</li> <li>- Coordination.</li> <li>- Balance.</li> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Endurance.</li> <li>- Precision.</li> <li>- Creativity.</li> </ul>	<ul style="list-style-type: none"> <li>- Fair play.</li> <li>- Appreciate the importance of gymnastic to health.</li> <li>- Respect for instructions.</li> <li>- Appreciate the importance of cooperation and communication in team activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises of rolling forward and backwards from different departure positions.</li> <li>-Exercises of using basic gymnastic equipment.</li> <li>-Prolonged aerobic exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- Individually learners perform exercises to develop suppleness. Focus on rolling forward and backward.</li> <li>- Individually learners demonstrate the safe use of different gymnastic equipment.</li> </ul>
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**Link to other Subjects:** Rhythm in Creative Arts, senses in SET

**Assessment criteria:** Able to perform basic exercises of rolling safely

**Materials:** Mats, carpets, playground, rooms, whistles, stop watches, balls, cones.

<b>TOPIC AREA: SPORTS AND GAMES</b>			<b>Sub- topic: Individual sports</b>	
<b>P4 Physical Education and Sports</b>		<b>Unit 4: Athletics</b>		<b>No. of periods:14</b>
<b>Key Unit competence:</b> Perform basic techniques in running, jumping, and throwing				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Recognize different types of athletic activities.</li> <li>- Explain the importance of athletics for his/her body.</li> <li>- State the reasons of athletic movements in the society.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply athletic movement to improve agility and flexibility in daily life.</li> <li>- Create individual athletic movements.</li> <li>- Evaluate his/her performance in athletics.</li> <li>- Develop body coordination.</li> <li>- Describe how athleticism can be done in a safe, varied, effective, and enjoyable way.</li> </ul>	<ul style="list-style-type: none"> <li>-Respect of instructions.</li> <li>- Appreciate the importance of cooperation and communication in team activities.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Leadership.</li> <li>- Enjoy athletic exercises.</li> </ul>	<ul style="list-style-type: none"> <li>– Exercises of jumping left, jumping right, jumping with knees touching the chest.</li> <li>– Perform simple jumping exercises from their own choice.</li> <li>– Exercises of running, running 70 to 100 meters at top speed.</li> <li>– Running nonstop for 5 to 8 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the teacher’s instructions.</li> <li>- Individually, learners perform jumping exercises: Jump with legs and arms open, jump forward, jump backward, jump left, jump right, jump with knees touching the chest.</li> <li>- Individually learners perform exercises of running various distances, with various intensities, and periods of time.</li> <li>- Individually/pairs learners perform running exercises of 70 to 100 meters at top speed.</li> <li>- Run nonstop for 5 to 8 minutes.</li> </ul>

	<p>- React to signals on time.</p>		<ul style="list-style-type: none"> <li>- Exercises of throwing balls with two hands while bending and legs opened.</li> <li>- Throwing sharp pointed sticks to a fixed target.</li> <li>- Perform exercises of throwing balls in different positions Perform simple.</li> <li>- throwing exercises from their own choice.</li> <li>- Develop body coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Individually learners perform exercises of throwing balls in different positions.</li> <li>- Individually learners perform throwing exercises balls with two hands while bending and legs opened.</li> <li>-Individually learners perform throwing sharp pointed sticks to a fixed target.</li>   <li>- Individually learners/ in groups demonstrate the safe use of different athletics equipment.</li> </ul>
<p><b>Link to other Subjects:</b> <i>SET, Mathematics</i></p>				
<p><b>Assessment criteria:</b> <i>Able to run, jump, and throw with speed, resistance, and endurance.</i></p>				
<p><b>Materials:</b> <i>Playground, rooms, whistles, stop watches, balls, ropes, sticks</i></p>				

<p><b>TOPICAREA:</b> SPORTS AND GAMES</p>	<p><b>Sub-topic:</b> Collective sports</p>
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<b>P4 Physical Education and Sports</b>		<b>Unit 5: Football</b>		<b>No. of periods: 12</b>
<b>Key Unit competence:</b> Shoot ( kick), pass, control, block, and stop in football game situation				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Identify different types of football techniques and tactics and understand their importance.</li> <li>- State the reasons of playing football at individual, community, and national level.</li> <li>- Explain rules and their importance.</li> <li>- Discuss the characteristics of good team leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Create individual techniques and tactics while playing football.</li> <li>- Demonstrate techniques and tactics to improve his/her performance in football.</li> <li>- Use rules of football in the game situation.</li> <li>- Develop body coordination.</li> <li>- Evaluate his/her performance level in football.</li> <li>- Describe how football can be done in a safe, varied, effective, and enjoyable way.</li> <li>- Mental strength.</li> <li>- Decision-making.</li> <li>- Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Appreciate the importance of cooperation and communication in team.</li> <li>- Peace and fair play.</li> <li>- Self-confidence.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Enjoy in playing football using techniques and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>– Exercises of passing in football game</li> <li>– Exercises of receiving the ball in football game</li> <li>– Exercises of controlling the ball in football game</li> <li>– Exercises of shooting the ball in football game.</li> <li>– Perform basic football techniques in football game situation.</li> <li>– Defensive tactics in football game.</li> <li>– Attacking tactics in football game</li> <li>– Perform basic offensive and defensive tactics in football game situation.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to the teacher’s instructions and practices.</li> <li>- In groups learners perform techniques and tactics of football.</li> <li>- In different form of drills learners Perform techniques for playing in teams. Focus on: kicking, controlling, blocking and stopping the ball.</li> <li>- In groups learners perform tactics for playing in team. Focus on: shooting, pass attacking, defending a team, stopping the ball with foot, dodging the ball, and kicking the ball oriented to the partner.</li> </ul>

			– Perform a game with basic rules.	
<b>Link to other Subjects:</b> SET, Mathematics				
<b>Assessment criteria:</b> Able to kick, dodge, pass, control, block and stop the ball in football, following basic rules.				
<b>Materials:</b> Playground, balls, stop watches, whistle, cones, narrow band, chasubles/bibs				

<b>TOPIC AREA:</b> SPORTS AND GAMES			<b>Sub-topic:</b> Collective sports	
<b>P4</b> Physical Education and Sports		<b>Unit 6:</b> Volleyball		<b>No. of periods:</b> 8
<b>Key Unit competence:</b> Perform basic technical skills of passing, receiving, setting, and serving in volleyball				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
- Identify different types of volleyball techniques and tactics and understand their importance.	- Apply techniques and tactics to improve performance in volleyball.	- Respect of rules and regulations during the game. - Appreciate the importance of	-Introduction to service skills in volleyball game. -Introduction to reception skills in volleyball game	- Respond to the teacher’s instructions.

<ul style="list-style-type: none"> <li>- State the reasons of playing volleyball at individual, community, and national level.</li> <li>- Differentiate different volleyball equipment.</li> <li>- Demonstrate the basic techniques and tactics of volleyball.</li> </ul>	<ul style="list-style-type: none"> <li>- Create individual techniques and tactics in game situations.</li> <li>- Use volleyball equipment appropriately.</li> <li>- Evaluate his/her performance in volleyball.</li> <li>- Develop body coordination.</li> <li>- Describe how volleyball can be done in a safe, varied, effective, and enjoyable way.</li> <li>- Mental strength</li> <li>- Decision-making.</li> <li>- Leadership.</li> </ul>	<p>cooperation in team activities.</p> <ul style="list-style-type: none"> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Enjoy playing volleyball using techniques and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to passing skills in volleyball game.</li> <li>-Introduction to setting skills in volleyball game.</li> <li>-Perform basic volleyball techniques in volleyball game situation.</li> </ul>	<ul style="list-style-type: none"> <li>- In groups learners apply basic rules of volleyball and reasons for them.</li> </ul> <p>In groups learners perform exercises of passing setting, blocking, and serving the ball.</p> <ul style="list-style-type: none"> <li>- Use/demonstrate safe use of different equipment of volleyball</li> </ul>
<p><b>Link to other Subjects:</b> SET. Mathematic</p>				

**Assessment criteria:** Able to receive and pass the ball using basic technical skills and rules.

**Materials:** Playground, balls, stop watches, whistle, cones, narrow band, chasubles/bibs

TOPIC AREA: SPORTS AND GAMES			Sub-topic: Collective sports	
P4 Physical Education and Sports		Unit 7: Basketball		No. of periods: 10
<b>Key Unit competence:</b> Perform basic technical skills of passing, receiving, shooting, and dribbling basketball				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify different types of basketball techniques and understand their importance.</li> <li>- Explain the importance of playing basketball.</li> <li>- State the reasons of playing basketball at individual, community, and national level.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply basic techniques of playing basketball.</li> <li>- Use creativity during the game situation.</li> <li>- Differentiate basic techniques of basketball from other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of instructions.</li> <li>- Appreciate the importance of cooperation and communication in team activities.</li> <li>- Team spirit.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to passing and reception skills in basketball game.</li> <li>-Introduction to shooting skills in basketball game.</li> <li>-Introduction to dribbling skills in basketball game.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>Individually/ in groups learners perform exercises focusing on: passing, receiving, dribbling and shooting the ball.</li> </ul>

<ul style="list-style-type: none"> <li>- Explain rules and their importance.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop body coordination.</li> <li>- Evaluate his/her performance level in basketball.</li> <li>- Mental strength.</li> <li>- Decision-making.</li> <li>- Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy playing basketball using techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform basic basketball techniques in game situation adhering to the rules.</li> </ul>	<ul style="list-style-type: none"> <li>-In pairs / in small groups perform passing exercises.</li> <li>- In groups learners perform ten consecutive passes without the other team touching the ball.</li> <li>- Individually learners perform static dribbling and zigzag dribbling.</li> <li>- Individually learners perform shooting the ball on target.</li> <li>- Individually learners perform exercises of shooting:</li> <li>- Use basketball rules in short games among teams.</li> </ul>
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**Link to other Subjects:** SET, Mathematics

**Assessment criteria:** Able to receive, hold, and pass the ball using technical skills and following basic rules.



**Materials:** Playground, rooms, whistles, stop watch, balls, sticks, cones, chasuble/ Bibs.

<b>TOPIC AREA: SPORTS AND GAMES</b>			<b>Sub-topic: Collective sports</b>	
<b>P4 Physical Education and Sports</b>		<b>Unit 8: Handball</b>		<b>No. of periods: 10</b>
<b>Key Unit competence: Perform basic technical skills of passing and catching, shooting, dribbling and , goal keeping the ball in handball</b>				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Identify different types of handball techniques and their importance.</li> <li>- Explain the importance of playing handball.</li> <li>- State the reasons of playing handball at individual, community, and national level.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply basic techniques of playing handball.</li> <li>- Use creativity during the game situation.</li> <li>- Differentiate basic techniques of handball from other disciplines.</li> <li>- Develop body coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of instructions.</li> <li>- Appreciate the importance of cooperation and communication in team activities.</li> <li>- Team work.</li> <li>- Team spirit.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction of passing and catching skills in handball game.</li> <li>-Introduction of shooting skills in handball game.</li> <li>-Introduction of dribbling skills in handball game.</li> <li>-Introduction of goalkeeping skills in handball.</li> <li>-.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- In groups learners perform exercises focused on: passing receiving, and throwing the ball.</li> <li>-In groups learners perform exercises of passing the ball in a triangle.</li> </ul>

- Explain rules and their importance in the game situations.	- Evaluate his/her performance level in handball.  - Mental strength.  - Decision-making.  - Leadership.	- Enjoy in playing handball using techniques.	-Perform basic handball techniques in game situation.	- In groups learners perform pass the ball and go.  - In groups learners perform pass the ball and follow.  - In groups /teams learners perform exercises of throwing, dribbling, bouncing, and goalkeeping.
<b>Link to other Subjects:</b> SET, Mathematics				
<b>Assessment criteria:</b> Able to use receive, pass, and throw the ball and use these techniques in a game situation.				
<b>Materials:</b> Playground, rooms, whistles, stop watch, balls, sticks, cones, narrow band, chasuble/bibs				

<b>Topicarea:</b> HEALTH AND WELLBEING			<b>Sub-topic:</b> Disease prevention	
<b>P4</b> Physical Education and Sports		<b>Unit 9:</b> Transmitted diseases		<b>No. of periods:</b> 6
<b>Key Unit competence:</b> Protect oneself against HIV/AIDS through games and sports				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		

<ul style="list-style-type: none"> <li>- Identify the ways of HIV transmission.</li> <li>- Explain the negative impact of HIV/AIDS on the human body.</li> <li>- Identify the ways a person can become infected with HIV.</li> <li>- State ways of preventing HIV and reduce risks of infection.</li> <li>- Recall the importance of physical activities and sports in the prevention of HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply knowledge through games and sports to prevent the spread of HIV/AIDS.</li> <li>- Describe the different ways of HIV/AIDS transmission.</li> <li>- Create games showing how HIV/AIDS is transmitted and prevented.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of games and sports in HIV/AIDS prevention.</li> <li>- Adopt new behaviors to prevent against HIV.</li> <li>- Take care to reduce risk of HIV contamination</li> </ul>	<ul style="list-style-type: none"> <li>-Perform different games to increase awareness on HIV inclusion.</li> <li>-Perform games which help to know different preventive modes of HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- In groups learners perform games which increase knowledge about HIV/AIDS:</li> <li>-Don't Trust Your Eyes.</li> <li>-HIV Infection Protection.</li> <li>-Circle of Protection.</li> <li>-HIV and AIDS role play.</li> <li>- In groups learners perform games which help to know the transmission and preventive modes of HIV/AIDS.</li> </ul>
<p><b>Link to other Subjects:</b> SET</p>				
<p><b>Assessment criteria:</b> Able to protect oneself against HIV/AIDS through games and sports.</p>				
<p><b>Materials:</b> Playground, rooms, whistles, stop watch, balls, sticks, cones, narrow band, chasuble/bibs.</p>				

### 5.3 Physical Education and Sports for Primary Five

#### 5.3.1 Key Competences for Primary Five

- Perform a range of exercises that focus on circulatory and respiratory systems
- Develop basic techniques in gymnastics
- Design and perform movement and dance sequences that combine a range of movements
- Perform exercises of rolling safely and refine techniques
- Demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speeds
- Perform technical skills of playing football
- Execute technical skills in game situations, emphasizing rules and regulations of volleyball
- Apply technical skills in game situations with increasing adherence to the rules
- Perform technical skills of handball in game situations
- Prevent against diseases through games and sports.

#### 5.3.2 Unit table for Primary Five

<b>TOPIC AREA:GYMNASTICS AND MOVEMENT</b>		<b>Sub Topic:</b> Individual sports
<b>P5</b> Physical Education and Sports	<b>Unit 1:</b> Motor control	<b>No. of periods: 8</b>
<b>Key Unit competence:</b> - Perform a range of exercises that focus on circulatory and respiratory systems - Develop basic techniques in gymnastics		
<b>Learning objectives</b>		

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> <li>- Explain the importance of physical exercises for circulatory and respiratory systems.</li> <li>- State the basic techniques in gymnastic activities.</li> <li>- Identify different gymnastic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different jumping exercises.</li> <li>- Develop basic techniques in gymnastics.</li> <li>- Use gymnastics equipment.</li> <li>- Take account of one's own and others' safety during gymnastic exercises.</li> <li>- Flexibility.</li> <li>- Agility.</li> </ul>	<ul style="list-style-type: none"> <li>Fair play.</li> <li>- Self-confidence.</li> <li>- Appreciate the importance of physical activities to health.</li> <li>- Respect of regulation.</li> <li>- Balance.</li> </ul>	<ul style="list-style-type: none"> <li>-Basic physical education in general</li> <li>-Role of physical exercise for circulatory and respiratory system.</li> <li>-Basic exercises of circulatory and respiratory system.</li> <li>-Jumping exercises.</li> <li>-Muscular development exercises.</li> <li>-Exercises of using basic gymnastics equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>-Individually learners perform exercises of: bending arms, legs, and trunk in various positions; wheel barrow practices; and duck fight.</li> <li>- Individually learners perform jumping exercises while legs and arms are opened and simultaneously touch the toes.</li> <li>- Individually learners perform exercises of Jumping with both feet two steps forward, two steps backwards, and two steps each side.</li> </ul>

	-Coordination.			- Do forward squat jumps. - Individually learners walk on a rope. - Individually learners demonstrate the safe use of different gymnastic equipment.
<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to perform a range of exercises that focus on using circulatory and respiratory systems and develop basic techniques in gymnastics.				
<b>Materials:</b> Mats, carpets, playground, rooms, whistles, stop watches, balls, benches.				

<b>TOPIC AREA:</b> GYMNASTICS AND MOVEMENT			<b>Sub Topic:</b> Individual sports	
<b>P5</b> Physical Education and Sports		<b>Unit 2:</b> Body control and balance		<b>No. of periods: 6</b>
<b>Key Unit competence:</b> Design and perform movement and dance sequences that combine a range of movements				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		

<ul style="list-style-type: none"> <li>- Recognize the importance of combining movement ranges with dance.</li> <li>- Design movement and dance sequences to develop body control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different types of formations.</li> <li>- Take account of one's own safety and that of others during gymnastics.</li> <li>- Coordination</li> <li>- Evaluation of one's own and others' performance.</li> <li>- Agility.</li> <li>- Coordination.</li> <li>- Flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Appreciate the importance of physical activities to health.</li> <li>- Cooperation.</li> <li>- Enjoy the ability to move with increasing control.</li> <li>- Respect of instructions.</li> <li>- Balance.</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises and games that develop mental strength, coordination, intuition, perception, muscle memory, ease of exercising.</li> <li>-Different exercises and game requiring learners to play in teams.</li> <li>-Exercises and games that develop emotion intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- Individually learners perform exercises of rotating and sitting while hands are set forward or back.</li> <li>- Individually learners perform balance and control game in groups.</li> <li>- Learners form groups and participate in games and competitions.</li> <li>- In groups learners perform exercises and games aimed to win or lose with dignity.</li> </ul>
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**Link to other Subjects:** Rhythm in Creative Arts, senses in SET.

**Assessment criteria:** Able design and perform movement and dance sequences that combine a range of movements.

**Materials:** Playground, rooms, whistles, stop watches, balls, cones, ropes, narrowband, radio, drums, piano.

<b>TOPIC AREA:SPORTS AND GAMES</b>			<b>Sub Topic: Individual sports</b>	
<b>P5 Physical Education and Sports</b>		<b>Unit 3: Gymnastics</b>		<b>No. of periods: 5</b>
<b>Key Unit competence:</b> Perform exercises of rolling safely and refine techniques				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- State types of rolling and its importance to the body.</li> <li>- Explain the importance of physical exercises for circulatory and respiratory systems</li> <li>- Identify the basic techniques in gymnastic activities.</li> <li>- List different gymnastic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different aerobic exercises.</li> <li>- Develop basic techniques in gymnastics.</li> <li>- Use gymnastics equipment appropriately.</li> <li>- Take account of one’s own safety and that of others during gymnastics.</li> <li>- Coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Perception.</li> <li>- Precision.</li> <li>- Creativity.</li> <li>- Self-confidence.</li> <li>- Balance.</li> <li>- Appreciate the importance of gymnastics to health.</li> <li>- Respect for instructions.</li> <li>- Enjoy playing basketball using technical tactics gestures.</li> </ul>	<ul style="list-style-type: none"> <li>-Rolling forward from different positions safely and rolling backward from different positions safely.</li> <li>-Exercises using basic gymnastic equipment.</li> <li>-Aerobic prolonged exercises.</li> <li>-Suppleness exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher’s instructions.</li> <li>- Individually learners perform exercises to develop suppleness. Focus on: rolling forward and backward.</li> <li>- Individually learners perform exercises of rotation, bending and stretching of cervical areas, the pelvic guard, scapular guard and of the backbone safely.</li> </ul>



	<ul style="list-style-type: none"> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Coordination.</li> <li>- Endurance.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of cooperation and communication in team activities.</li> </ul>		<ul style="list-style-type: none"> <li>-In groups teacher demonstrate the safe use of different gymnastics equipment.</li> </ul>
<b>Link to other Subjects:</b> Rhythm in Creative Arts, senses in SET.				
<b>Assessment criteria:</b> Able to perform exercises of rolling safely and refine techniques.				
<b>Materials:</b> Mats, carpets, playground, rooms, whistles, stop watch, balls, cones.				

<b>TOPIC AREA: SPORTS AND GAMES</b>			<b>Sub Topic: Individual sports</b>	
<b>P5 Physical Education and Sports</b>		<b>Unit 4: Athletics</b>		<b>No. of periods: 15</b>
<b>Key Unit competence:</b> Demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speeds				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Identify different types of techniques of athletics and understand their importance.</li> <li>- State the reasons of playing athletics at individual, community, and national level.</li> <li>- Explain the rules and their importance.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate techniques to improve his/her performance in athletics.</li> <li>- Use rules of athletics in the game situation.</li> <li>- Develop body coordination.</li> <li>- Evaluate one's own performance level in athletics.</li> <li>- Describe how athletics can be done</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect for rules and regulations.</li> <li>- Appreciate the importance of cooperation and communication in athletics.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Balance.</li> <li>- Endurance.</li> <li>- Resistance.</li> <li>- Enjoy athletic activities using athletic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Exercises of jumping (Jumping short obstacles, Long jump, Introduction of high jump).</li> <li>- Sprints (Formula one, Ladder running (speed ladder)).</li> <li>- 8 minutes' Endurance Race.</li> <li>- Exercises of using basic athletics equipment.</li> <li>- Exercises of throwing: throw heavy objects a</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- Individually learners perform jumping exercises: forward jump, squat jumps, jumping short obstacles, and long jump.</li> <li>- Individually/pairs/groups learners perform exercises of running: sprint, hurdles, shuttle relay, ladder running, and 8 minutes' endurance races.</li> </ul>

	<p>in a safe, varied, effective, and enjoyable.</p> <ul style="list-style-type: none"> <li>- Flexibility. - Agility.</li> <li>-Coordination.</li> </ul>		<p>small distance by using one hand.</p> <p>-Exercises of using basic athletic equipment.</p>	<ul style="list-style-type: none"> <li>- Individually learners perform exercises of throwing heavy objects a small distance by using one hand.</li> <li>- In groups teacher demonstrate safe use of different athletic equipment.</li> </ul>
<p><b>Link to other Subjects:</b> SET.</p>				
<p><b>Assessment criteria:</b> Able to demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speeds.</p>				
<p><b>Materials:</b> Playground, rooms, whistles, stop watches, balls, ropes, sticks.</p>				

TOPIC AREA:SPORTS AND GAMES			Sub Topic: Collective sports	
P5 Physical Education and Sports		Unit 5 : Football		No. of periods: 10
Key Unit competence: Perform technical skills of playing football				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Explain different basic techniques of football.</li> <li>- Describe techniques of playing football.</li> <li>- Differentiate between types of football techniques and tactics.</li> <li>- Explain the reasons and importance of playing football in the society.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply techniques and tactics to improve ones' performance in football.</li> <li>- Create individual technical skills.</li> <li>- Evaluate his/her performance in football.</li> <li>- Develop body coordination.</li> <li>- Describe how football can be done in a safe, varied, effective, and enjoyable way.</li> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Appreciate the importance of cooperation in team activities.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Decision-making.</li> <li>- Leadership.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises of kicking the motionless ball, kicking the positioned ball.</li> <li>-Exercises of corner-kick and free kick.</li> <li>-Exercises of penalty kick.</li> <li>-Exercises of passing the ball: pass in zigzags with control, foot internal pass.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- Individually learners perform different exercises of kicking the ball: kicking the motionless ball, kicking the positioned ball, corner-kick, penalty kick, free kick.</li> <li>- In groups/ pairs learners perform different exercises of passing the</li> </ul>

	<p>- Mental strength.</p>	<p>- Enjoy playing football using techniques and tactics.</p>	<p>-Exercises of running to the other side, foot internal pass.</p> <p>-Exercises of running to meet the pass, pass in triangle.</p> <p>-Exercises of controlling the ball with thigh and foot.</p> <p>-Exercises of control the ball with chest, and head.</p> <p>-Playing in small. groups using different techniques.</p> <p>-Playing with an opponent team.</p>	<p>ball: pass in zigzags with control, foot internal pass, running to the other side, foot internal pass running to meet the pass, pass in triangle.</p> <p>- Individually learners bring the ball under control of the leg, chest, with the head, and with the top of the foot.</p> <p>- In pairs/ groups perform exercises with dribbling, dragging, making a header, knocking the ball with the forehead.</p> <p>- In pairs/ groups learners perform exercises with rolling the ball in front of the body while running.</p> <p>- In pairs/ groups learners perform exercises with</p>
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				<p>moving the ball from one player to another player.</p> <p>- Play in a team.</p>
<p><b>Link to other Subjects:</b> SET.</p>				
<p><b>Assessment criteria:</b> Able to play football using technical skills</p>				
<p><b>Materials:</b> Playground, whistles, footballs, sticks, cones, narrow band, chasuble/bibs.</p>				

TOPIC AREA:SPORTS AND GAMES			Sub Topic: Collective sports	
P2 Physical Education and Sports		Unit 6: Volleyball		No. of periods: 8
Key Unit competence: Execute technical skills in game situations, emphasizing rules and regulations of volleyball				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Interpret regulations of volleyball.</li> <li>- Discuss the importance of playing volleyball.</li> <li>- Recognize different techniques and tactics of volleyball.</li> <li>- Recall the importance of volleyball for his/her body and daily life.</li> <li>- State the reasons of playing volleyball in the society.</li> <li>- Demonstrate rules of</li> </ul>	<ul style="list-style-type: none"> <li>- Apply technics and tactics to improve one’s performance in volleyball.</li> <li>- Create individual techniques and tactics for game situations.</li> <li>- Evaluate his/her performance in volleyball.</li> <li>- Develop body coordination.</li> <li>- Describe how volleyball can be done in a safe, varied, effective, and enjoyable way.</li> <li>- Flexibility.</li> <li>- Agility.</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Appreciate the importance of cooperation in team activities.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Decision-making.</li> <li>- Leadership.</li> <li>- Fair play.</li> </ul>	<p>Individual techniques and tactics in volleyball.</p> <ul style="list-style-type: none"> <li>-under head serve, overhead serve, jump serve.</li> <li>-hitting or smash and blocking exercises.</li> <li>-Blocking to prevent the ball from opponent team to fall down in your camp.</li> <li>-balancing and controlling, maintaining the position.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher’s instructions.</li> <li>- In groups learners discuss reasons for playing volleyball.</li> <li>- In groups apply basic rules of volleyball and reasons for them.</li> <li>- Individually learners perform different types of services: under head serve, overhead serve, jump serve, hitting or smash and blocking</li> </ul>

volleyball	-Coordination. - Mental strength.	- Self-confidence. - Enjoy playing volleyball using techniques and tactics	-Individual techniques and tactics in defense in rotating.  -Performing different volleyball techniques in a game situation like serving the ball in a low frontal kick adhering rules during the short games.	exercises.  - Individually learners perform exercises of balancing and controlling, maintaining the position and rotating.
<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to execute technical skills in game situations, emphasizing rules and regulations of volleyball.				
<b>Materials:</b> Playground, volleyballs, whistle, cones, equipment, chasubles/bibs, net, rope, trees.				



TOPIC AREA:SPORTS AND GAMES			Sub Topic: Collective sports	
P5 Physical Education and Sports		Unit 7: Basketball		No. of periods: 10
Key Unit competence: Apply technical skills in game situations with increasing adherence to the rules				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Interpret rules and regulations of basketball.</li> <li>- Discuss the importance of playing basketball.</li> <li>- Recognize different techniques and tactics of basketball.</li> <li>- Recall the importance of basketball for his/her body and daily life.</li> <li>- State the reasons of playing basketball in society.</li> <li>- Identify rules of basketball</li> </ul>	<ul style="list-style-type: none"> <li>- Apply technics and tactics to improve his performance in basketball.</li> <li>- Create individual technical skills in game situation.</li> <li>- Evaluate his/her performance in basketball.</li> <li>- Develop body coordination.</li> <li>- Describe how basketball can be done in</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Appreciate the importance of cooperation in team activities.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Decision-making.</li> <li>- Leadership.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Individual techniques and tactics in attack:</li> <li>-two lines facing each other, concentrate on backspin, and correct follow through, dribbling., shooting.</li> <li>-Individual techniques and tactics in defense:</li> <li>-even numbers, man to man defense but no contact.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the teacher’s instructions.</li> <li>- In groups learners discuss reasons for playing basketball.</li> <li>- In groups learners perform exercises with two lines facing each other, concentrate on backspin and correct follow through, even numbers, man to man defense but no contact, ten consecutive passes, ten consecutive passes</li> </ul>

	<p>a safe, varied, effective, and enjoyable way.</p> <ul style="list-style-type: none"> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Coordination.</li> <li>- Mental strength.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy playing basketball using techniques and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>- ten consecutive passes, ten consecutive passes without the other team touching the ball,</li> <li>-Perform small games by passing, dribbling and shooting.</li> <li>-Apply the rules in a game situation.</li> </ul>	<p>without the other team touching the ball.</p> <ul style="list-style-type: none"> <li>- In groups learners perform exercises of random dribbling, static dribbling, zigzag dribbling in groups.</li> <li>-In groups learners dribble relay exercises in groups, control and speed, set shot, jump shot, lay-up shot, two-lines shoot, rebound, and ball rotation.</li> </ul> <p>In groups apply basic rules of basketball</p>
<p><b>Link to other Subjects:</b> SET.</p>				
<p><b>Assessment criteria:</b> Able to technical skills in game situations with increasing adherence to the rules.</p>				
<p><b>Materials:</b> Playground, basketballs, whistle, cones, equipment, chasubles/bibs, trees, rim.</p>				

<b>TOPIC AREA:SPORTS AND GAMES</b>			<b>Sub Topic: Collective sports</b>	
<b>P5 Physical Education and Sports</b>		<b>Unit 8: Handball</b>		<b>No. of periods: 10</b>
<b>Key Unit competence: Perform technical skills of handball in game situations</b>				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Recognize different techniques of handball.</li> <li>- Express the importance of playing handball.</li> <li>- Identify different types of handball techniques.</li> <li>- State the importance of handball for his/her body in daily life.</li> <li>- State the reasons of playing handball in the society.</li> </ul>	<ul style="list-style-type: none"> <li>Apply techniques to improve one’s performance in handball.</li> <li>- Create individual techniques while playing handball.</li> <li>- Evaluate his/her performance level in handball.</li> <li>- Explain technical and tactical gestures to use in playing handball.</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Appreciate the importance of cooperation in team activities.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Decision-making.</li> <li>- Leadership.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Handball techniques.</li> <li>- Exercises of pass and receiving the ball.</li> <li>-Exercises shooting and throwing.</li> <li>.</li> <li>-Exercises of Dribbling.</li> <li>- Exercises of goalkeeping.</li> <li>-Perform small games by passing, dribbling</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher’s instructions.</li> <li>- In groups learners discuss reasons for playing handball.</li> <li>- In groups learners perform exercises of passing the ball on triangle, pass the ball and go, pass the ball and follow.</li> <li>- In groups learners move with partner alongside the court and</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop body coordination.</li> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Coordination.</li> <li>- Mental strength</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy playing handball using techniques and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>and shooting the ball in handball game.</li> </ul>	<ul style="list-style-type: none"> <li>ten consecutive passes in teams.</li> <li>- In groups learners perform exercises of throwing, dribbling, bouncing, and goalkeeping.</li> <li>- Individually Learners practice throwing in place, back throw, vertical jump throws, stride throw, throw while falling, free bouncing, bouncing with an opponent, using hands to catch or deviate the ball (upper ball), using legs to stop or deviate the ball (lower ball), using trunk to stop or deviate the ball.</li> </ul>
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**Link to other Subjects:** SET.

**Assessment criteria:** Able to perform technical skills of handball in game situations.

**Materials:** Playground, balls, whistle, cones, equipment, chasubles/bibs, trees, goals posts

TOPIC AREA: HEALTH AND WELLBEING			Sub Topic: Disease prevention	
P5 Physical Education and Sports		Unit 9: Transmitted diseases		No. of periods: 6
Key Unit competence: Prevent against diseases through games and sports.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- State different strategies to avoid and treat illnesses and diseases that can be prevented.</li> <li>- Discuss how everyone has a shared responsibility to spread the message about protecting against infectious diseases.</li> <li>- Recognize strategies to ensure good hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the importance of looking after one another.</li> <li>- Demonstrate the importance of washing hands.</li> <li>- Explain how to protect oneself against infectious diseases.</li> <li>- Describe the infectious diseases.</li> <li>- Explain the importance of game and sports in disease prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Team play.</li> <li>- Fair play.</li> <li>- Dignity.</li> <li>- Creativity.</li> <li>- Inclusion.</li> <li>- Cooperation.</li> <li>- Self-confidence.</li> <li>- Self-control.</li> <li>- Safety.</li> <li>- Health.</li> </ul>	<ul style="list-style-type: none"> <li>- Games teaching infectious diseases.</li> <li>- Games teaching diarrheal diseases games: clean food tag, moving water, boiling water, cover, cook, peel or wash, fun food challenge, diarrhea knockdown, crossing the standing water.</li> <li>- Games in which learners increase their awareness around safe water handling, clean foods,</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to the teacher's instructions.</li> <li>- In groups learners perform games in which learners increase their awareness around safe water handling, clean foods, boiling water, cover, cook, peel or wash, fun food challenge, crossing the standing water.</li> </ul>

			boiling water, cover, cook, peel or wash, fun food challenge	
<b>Link to other Subjects:</b> SET (senses).				
<b>Assessment criteria:</b> Able to prevent acquiring disease through games and sports				
<b>Materials:</b> Paper, charts, sponges, soap, books on infectious diseases, bowls, basins, water, pens.				

## 5.4 Physical Education and Sports Syllabus Unit for Primary Six

### 5.4.1 Key competences at the end of Primary Six

- Refine and increase range of participation in physical exercises
- Create a simple character and narrative through movement and dance in response to a range of stimuli
- Execute gymnastics movement and other forms of physical activity safely
- Improve techniques of jumping, running, and throwing objects in different positions
- Develop skills of football and apply techniques and tactics of kicking, passing, and using appropriate parts of the body
- Perform techniques of passing, blocking, setting, and serving and use these techniques in game situations
- Demonstrate defensive and offensive techniques and tactics of basketball in game situations
- Use techniques and tactics of handball in game situations
- Prevent against infectious diseases through games and sports.

### 5.4.2 Unit table for Primary Six

<b>TOPIC AREA: GYMNASTICS AND MOVEMENT</b>			<b>Sub Topic: Individual sports</b>	
<b>P6 Physical Education and Sports</b>		<b>Unit 1: Motor control</b>		<b>No. of periods: 4</b>
<b>Key Unit competence:</b> Refine and increase range of participation in physical exercises				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		



<ul style="list-style-type: none"> <li>- Discuss the importance of Physical exercises for circulatory and respiratory systems.</li> <li>- Demonstrate the basic techniques in gymnastic activities.</li> <li>- Distinguish between different gymnastic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different jumping exercises.</li> <li>- Develop basic techniques in gymnastics.</li> <li>- Use gymnastics equipment.</li> <li>- Take account of one's own safety and that of others during gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>- Coordination.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Balance.</li> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Resistance.</li> <li>- Endurance.</li> <li>- Appreciate the importance of physical activities to health.</li> <li>- Respect of regulation.</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises of circulatory or respiratory systems (relaxing muscles and stretching).</li> <li>-Exercises of speed running, long distance running, running and jumping.</li> <li>-Exercise using basic gymnastic equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to the teacher's instructions.</li> <li>- Individually learners perform exercises of: body activation by moving in various speeds, muscular development, endurance, relaxation.</li> <li>- Individually learners perform exercises of running 20 meters and 30 meters' distance with different departure position and perform many repetitions.</li> <li>- Individually learners run a 200 meters' distance and a 300 meters' distance.</li> <li>- In groups teacher demonstrate the safe use of different gymnastics equipment.</li> </ul>
<p><b>Link to other Subjects:</b> SET.</p>				
<p><b>Assessment criteria:</b> Able to refine and increase range of participation in physical exercises.</p>				
<p><b>Materials:</b> Playground, whistle, rope, stick, mat, balls, bench</p>				

<b>TOPIC AREA:GYMNASTICS AND MOVEMENT</b>			<b>Sub Topic: Individual sports</b>	
<b>P6 Physical Education and Sports</b>		<b>Unit 2: Body control and balance</b>		<b>No. of periods: 4</b>
<b>Key Unit competence:</b> Create a simple character and narrative through movement and dance in response to a range of stimuli				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Demonstrate a combination of movement ranges with dance rhythm.</li> <li>- Explore movement and dance sequences to enjoy body control and balance.</li> <li>- Recognize the response to a range of stimuli by creating a simple characters and narrative through movement and dances.</li> </ul>	<ul style="list-style-type: none"> <li>- Create different types of formations of groups quickly.</li> <li>- Apply various exercises of coordination to respond to stimuli</li> <li>- Analyze the stimulus and react.</li> <li>- Take account of one's own safety</li> </ul>	<ul style="list-style-type: none"> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Balance.</li> <li>- Flexibility.</li> <li>- Agility.</li> <li>- Resistance.</li> <li>- Endurance.</li> <li>- Coordination.</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises of coordination.</li> <li>-Exercises of playing in groups using movement creations.</li> <li>-Exercises and games which develop emotion: exercises and games in which develop patience, pardon, and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to the teacher's instructions.</li> <li>- Individually learners perform exercises of rotating and sitting while hands are set forward or back; balance and movement control in groups; dance according to the rhythm of stimuli.</li> <li>- Individually learners perform exercises and</li> </ul>

	<p>and that of others during gymnastics.</p> <ul style="list-style-type: none"> <li>- Evaluate one's own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of physical activities to health.</li> <li>- Cooperation.</li> <li>- Enjoy enhancing one's ability to move with increasing control.</li> <li>- Respect of instructions.</li> </ul>		<p>games aimed to win or lose with dignity, which require accepting results.</p> <ul style="list-style-type: none"> <li>- In groups learners apply exercises which show the complementarity of boys and girls(gender).</li> </ul>
<p><b>Link to other Subjects:</b> Rhythm in Creative Arts, traditional and modern singing and dancing in Music.</p>				
<p><b>Assessment criteria:</b> Able to create a simple character and narrative through movement and dance in response to a range of stimuli.</p>				
<p><b>Materials:</b> Playground, radio, drum, drum stick, piano.</p>				

TOPIC AREA:GYMNASTICS AND SPORTS			Sub Topic: Individual sports	
P6 Physical Education and Sports		Unit 3: Gymnastics		No. of periods:
Key Unit competence: Execute gymnastics movement and other forms of physical activity safely				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recall the importance of gymnastics in daily life of human body development.</li> <li>- Identify types of gymnastic activity and other forms of physical activities which are included in gymnastics.</li> <li>- Identify the key disciplines of gymnastics.</li> <li>- State the reasons for performing gymnastic practice for health.</li> <li>- Classify different gymnastic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain steps of rolling in gymnastics.</li> <li>- Create a sequence of movement that can be repeated.</li> <li>- Take account of one's safety and that of others 'during gymnastics</li> <li>- Use body control</li> </ul>	<ul style="list-style-type: none"> <li>Endurance.</li> <li>- Self-confidence.</li> <li>- Resistance.</li> <li>- Perception.</li> <li>- Creativity.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Appreciate the importance of gymnastic to health.</li> <li>- Respect of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing sequences of gymnastics movement alone and with others: free floor work and reserved manual support.</li> <li>-Exercises of rolling forward and backward from different departure position safely.</li> <li>-Wheel and going round in circle exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's instructions.</li> <li>- Individually learners practice moves and techniques to improve performance.</li> <li>- In groups learners work with others to create sequences of movement and perform in front of the class.</li> <li>- Individually learners perform exercises of manual support, going around in circle, rolling</li> </ul>

	imaginatively. - Develop body coordination. - Evaluate his/her performance in gymnastic. - Balance. - Flexibility. - Agility	- Appreciate the importance of cooperation and communication in team activities.  - Use gymnastic equipment safely.		forward safely, rolling backward safely. - Individually learners react to different signals and orders of wheel exercises.
<b>Link to other Subjects:</b> Rhythm in Creative Arts, senses in SET.				
<b>Assessment criteria:</b> Able to execute gymnastics movement and other forms of physical activity.				
<b>Materials:</b> Playground, carpet, whistles, stop watches, balance bars, benches.				

TOPIC AREA:SPORTS AND GAMES			Sub Topic: Individual sports	
P6 Physical Education and Sports		Unit 4: Athletics		No. of periods:14
Key Unit competence: Improve techniques of jumping, running, and throwing objects in different positions				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify different types of techniques of athletics and understand their importance to health.</li> <li>- State the reasons of playing athletics at individual, community, and national level.</li> <li>- Discuss the rules and their importance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate techniques to improve his/her performance in athletics.</li> <li>- Use rules of athletics in the game situation.</li> <li>- Develop body coordination.</li> <li>- Evaluate his/her performance level in athletics.</li> <li>- Describe how</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations.</li> <li>- Appreciate the importance of cooperation and communication in athletics.</li> <li>- Self-confidence.</li> <li>- Resistance.</li> <li>- Endurance.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Different types of jumping, running, and throwing.</li> <li>-Jumping exercises with techniques: cross hopping, short run up long jump</li> <li>-Executing long jumping,</li> <li>-Executing short run up triple jumping,</li> <li>-Executing triple jumping within a limited area,</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to the teacher’s instructions.</li> <li>- Individually learners perform jumping exercises with techniques:</li> <li>• Focus on: cross hopping, short run up long jump, executing long jumping, short run up triple jumping, triple jumping within a limited area, pole long jumping and over a sandpit.</li> </ul>

	<p>athletics can be done in a safe, varied, effective, and enjoyable.</p> <ul style="list-style-type: none"> <li>- Balance.</li> <li>- Flexibility.</li> <li>- Agility.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy in playing athletics using athletic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>-Executing pole vault long jumping.</li> <li>-Running exercises with uniform acceleration and endurance: Sprint, hurdles, slalom shuttles, bends formula,</li> <li>-Running exercises with sprint relay, hurdles races,</li> <li>-1000m endurance race.</li> <li>-Exercises of throwing technically heavy object: knee throwing, overhead backward throwing,</li> <li>-kids javelin throwing, teens javelin throwing,</li> <li>-Rotational throwing and teens discus throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on: sprint, hurdles, slalom shuttles, bends formula, sprint relay, hurdles races, 1000m endurance race.</li> <li>- Individually learners perform throwing exercises with techniques. Focus on: knee throwing, overhead backward throwing, kids javelin throwing, teens javelin throwing, rotational throwing and teens discus throwing.</li> <li>- In groups teachers use/demonstrate safe use of different athletic equipment.</li> </ul>
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			- Using basic athletic equipment.	
<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to improve techniques of jumping, running, and throwing objects in different positions				
<b>Materials:</b> Playground, rooms, whistles, stop watch, balls, ropes, sticks, javelin, discus, hurdles.				



TOPIC AREA:SPORTS AND GAMES			Sub Topic: Collective sports	
P6 Physical Education and Sports		Unit 5: Football		No. of periods: 18
<b>Key Unit competence:</b> Develop skills of football and apply techniques and tactics of kicking, passing, and using appropriate parts of the body.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Demonstrate different basic techniques of football. - Explain the importance of playing football in the society. - List different types of football techniques and tactics. - Define the importance of football for his/her body and daily life.	- Apply techniques and tactics to improve his performance in football. - Create individual techniques and strategies. - Evaluate his/her performance in football. - Develop body coordination.  - Describe how	Show respect of rules and regulations during the game.  - Appreciate the importance of cooperation in team activities.  - Team work.  - Team spirit.  - Fair play.  - Self-confidence.	Technical skill of football:  -Shooting the ball  -Heading the ball  -Controlling the ball  -Technique of dribbling the ball,  -Technique of passing the ball,  -counter-attack.	- Respond to the teacher’s instructions.  - In groups learners perform technical exercises of football: kicking, heading, trapping, dribbling, passing, counter-attack.  - Evaluate own and others’ performance.  - In team’s learners apply basic rules of football in game situation.

	football can be done in a safe, varied, effective, and enjoyable way. <ul style="list-style-type: none"> <li>- Mental strength.</li> <li>- Decision making.</li> <li>- Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy playing football using techniques and tactics gestures.</li> <li>- Increase leadership during the game.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform technical skills applied in football game in game situation.</li> </ul>	
<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to develop skills of football and apply techniques and tactics of kicking, passing, and using appropriate parts of the body.				
<b>Materials:</b> Playground, balls, whistle, cones, equipment, chasubles/bibs, footballs, goalposts				

<b>TOPIC AREA:SPORTS AND GAMES</b>			<b>Sub Topic: Collective sports</b>	
<b>P6 Physical Education and Sports</b>		<b>Unit 6: Volleyball</b>		<b>No. of periods:8</b>
<b>Key Unit competence:</b> Perform techniques of passing, blocking, setting, and serving and use these techniques in game situations				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Recall volleyball technical and tactical skills.</li> <li>- Understand volleyball rules.</li> <li>- Understand the roles different team members play.</li> <li>- Know different net heights based on age.</li> <li>- Understand fouls and penalties</li> </ul>	<ul style="list-style-type: none"> <li>- Use different volleyball technical and tactical skills.</li> <li>- Able to referee a game.</li> <li>- Leadership.</li> <li>- Mental strength.</li> <li>- Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation.</li> <li>- Fair play.</li> <li>- Patience.</li> <li>- Sportsmanship.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Accept defeat and appreciate success.</li> <li>- Courage.</li> <li>- Resilience.</li> </ul>	<ul style="list-style-type: none"> <li>-Techniques and tactics of serving the ball in volleyball</li> <li>-Techniques and tactics of digging the ball</li> <li>-Techniques and tactics of passing the ball</li> <li>-Techniques and tactics of spiking the ball.</li> <li>-Technique and tactics of setting and blocking the ball</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher’s instructions.</li> <li>- In groups learners correctly execute the various volleyball techniques and tactics.</li> <li>- Individually learners refine skills such as serving, digging, passing, spiking, hitting, and setting the ball.</li> <li>- In groups teacher organize a match between teams, with each team</li> </ul>

		<ul style="list-style-type: none"> <li>- Competitive spirit.</li> <li>- Appreciate the importance of good leadership to a team's success.</li> <li>- Appreciate the link between volleyball and good health</li> </ul>	<ul style="list-style-type: none"> <li>-Volleyball rules.</li> <li>-Perform technical and tactical skills in volleyball game situation</li> </ul>	<ul style="list-style-type: none"> <li>having a team captain and all teams adhering to rules, including penalties for fouls.</li> </ul>
<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to improve technical techniques of passing, blocking, setting, and serving and use these techniques in game situations				
<b>Materials:</b> Playground, balls, whistle, cones, equipment, chasubles/bibs, net, rope, trees				

<b>TOPIC AREA: SPORTS AND GAMES</b>			<b>Sub Topic: Collective sports</b>	
<b>P6 Physical Education and Sports</b>		<b>Unit 7: Basketball</b>		<b>No. of periods: 12</b>
<b>Key Unit competence:</b> Demonstrate defensive and offensive techniques and tactics of basketball in game situations				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<p>Recognize different basic tactics in basketball.</p> <ul style="list-style-type: none"> <li>- Recall different technics and gestures of basketball during game situation.</li> <li>- Discuss the importance of tactics in attacking and defending a team in basketball.</li> <li>- Differentiate basic technics of basketball from other sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply basic tactics of playing basketball.</li> <li>- Create individual tactics to control the ball and use them in game situations.</li> <li>- Evaluate his/her performance while playing with an opponent team.</li> <li>- Analyze tactics to</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of cooperation in team activities.</li> <li>- Show respect of rules and regulations during the game.</li> <li>- Understand other perspectives of tactics to improve his/her performance.</li> <li>- Coordination.</li> </ul>	<ul style="list-style-type: none"> <li>-Different types of passing: facing in pairs, using chest, bounce and overhead pass in pairs, concentration on backspin and correct follow through,</li> <li>- Different types of dribbling in basketball</li> <li>- Different types of shooting in basketball</li> </ul>	<p>Respond to the teacher's instructions.</p> <ul style="list-style-type: none"> <li>- In groups/pairs learners perform exercises passing: facing in pairs, using chest, bounce and overhead pass in pairs, concentration on backspin and correct follow through,</li> <li>- In groups learners perform exercises of dribbling: random</li> </ul>

	<p>be used in order to win or perform.</p> <ul style="list-style-type: none"> <li>- Develop body coordination.</li> <li>- Mental strength. – Decision-making.</li> <li>- Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Fair play.</li> <li>- Enjoy developing ability to improve tactics and technics of playing basketball.</li> </ul>	<ul style="list-style-type: none"> <li>-Man to man defense without contact,</li> <li>- Zone defense in Basketball.</li> <li>-Perform technical and tactical exercises of basketball in the game.</li> </ul>	<p>dribbling, static dribbling, zigzag dribbling,</p> <ul style="list-style-type: none"> <li>- In groups learners perform exercises of shooting: set shooting, jump shooting, lay-up shooting, two-lines shooting and rebounding, ball rotation, passing and cutting.</li> <li>- Man to man defense without contact, ten consecutive passes without the opponent team touching the ball.</li> <li>- In teams learners perform exercises of attacking and defending a team in competition adhering to rules.</li> </ul>
<p><b>Link to other Subjects: SET.</b></p>				

<b>Assessment criteria:</b> Able to demonstrate defensive and offensive techniques and tactics in game situations
<b>Materials:</b> Playground, basketballs, whistle, cones, equipment, chasubles/bibs, trees, rim.

<b>TOPIC AREA: SPORTS AND GAMES</b>			<b>Sub Topic: Collective sports</b>	
<b>P6 Physical Education and Sports</b>		<b>Unit 8: Handball</b>		<b>No. of periods: 10</b>
<b>Key Unit competence:</b> Use techniques and tactics of handball in game situations				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Recognize different basic tactics in handball. - Recall different techniques and tactics of handball.	- Apply basic tactics of playing basketball. - Create	- Appreciate the importance of cooperation in team activities.	- Techniques of handball: passing and receiving, - Techniques of handball Shooting,	Respond to the teacher’s instructions. - In groups learners will be able to perform

<ul style="list-style-type: none"> <li>- Explain the importance of tactics in attacking and defending a team in handball.</li> <li>- Discuss the importance of playing handball for his/her body in daily life.</li> <li>-Identify different types of handball techniques.</li> <li>- State the reasons</li> </ul>	<p>individual tactics to control the ball and use them in game situations.</p> <ul style="list-style-type: none"> <li>- Evaluate his/her performance while playing with an opponent team.</li> <li>- Analyze tactics to be used in order to win or perform.</li> <li>- Develop body coordination.</li> <li>- Mental strength.</li> <li>- Decision-making</li> <li>- Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Show respect of rules and regulations during the game.</li> <li>- Understand other perspectives of tactics to improve his/her performance.</li> <li>- Coordination.</li> <li>- Fair play.</li> <li>- Self-confidence.</li> <li>- Team work.</li> <li>- Team spirit.</li> <li>- Fair play.</li> <li>- Enjoy developing ability to improve tactics and technics of playing handball in the society.</li> </ul>	<ul style="list-style-type: none"> <li>- Techniques and tactics of handball: Throwing and catching</li> <li>- Exercises of goalkeeping</li> <li>- Exercises of playing attack and defence</li> <li>-Perform technical and tactical exercises of handball in the game adhering to the rules</li> </ul>	<p>exercises of pass and reception</p> <ul style="list-style-type: none"> <li>-In groups/pairs learners will be able to perform exercises of shooting.</li> <li>In groups learners perform throwing and catching the ball</li> <li>- Individually learners perform exercises of goalkeeping.</li> <li>- Individually learners perform exercises of attack and defense</li> <li>- In groups/teams learners perform technical and tactical exercises of handball in the game adhering to the rules</li> </ul>
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<b>Link to other Subjects:</b> SET.				
<b>Assessment criteria:</b> Able to use techniques and tactics of handball in game situations				
<b>Materials:</b> Playground, basketballs, whistle, cones, equipment, chasubles/bibs, trees, goals posts.				

<b>TOPIC AREA:</b> HEALTH AND WELLBEING			<b>Sub Topic:</b> Disease prevention	
<b>P6</b> Physical Education and Sports		<b>Unit 9:</b> Infectious diseases		<b>No. of periods: 4</b>
<b>Key Unit competence:</b> Prevent against infectious diseases through games and sports.				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Explain different strategies to avoid and treat the illness and diseases that can be prevented.</li> <li>- Discuss how everybody has a</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate the importance of looking after one another.</li> </ul>	<ul style="list-style-type: none"> <li>- Team play.</li> <li>- Fair play.</li> <li>- Respect.</li> </ul>	<ul style="list-style-type: none"> <li>-Infectious diseases: what they are, how they are acquired, and how one</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher’s instructions.</li> <li>- In groups learners improve behavior change</li> </ul>

<p>shared responsibility to spread the message about preventable diseases.</p> <p>- Recognize strategies to ensure good hygiene.</p>	<p>- Demonstrate the importance of the immune system in protecting the body against infections.</p> <p>- Explain how to be prevented against infectious diseases.</p> <p>- Describe infectious diseases.</p>	<p>- Dignity.</p> <p>- Creativity.</p> <p>- Inclusion.</p> <p>- Cooperation.</p> <p>- Self-confidence.</p> <p>- Self-control.</p> <p>- Safety.</p> <p>- Health</p>	<p>can protect against acquiring diseases.</p> <p>-Hand washing and hygiene games: clean hands, wash your hands, beat the bacteria, clean hands detective, soap against germs and washing race</p>	<p>towards hygiene by playing in games, teacher interventions, and brief skills sessions. Focus on: games in which the learners must throw a ball (representing salt, sugar and water) to knock down the sticks (diarrhea).</p> <p>- In groups learners perform game of relay race with a goal of washing hands with soap (or wood ash) and water.</p>
<p><b>Link to other Subjects:</b> SET (senses).</p>				
<p><b>Assessment criteria:</b> Able to prevent against infectious diseases through games and sports.</p>				
<p><b>Materials:</b> Playground, rooms, whistles, stop watch, balls, sticks, cones/pylons, narrow band, chasuble/bibs, wood penis, charts, sponges, rags or towels, socks, plastic bottles cut in half, soap, bowl, basin.</p>				

## 6. REFERENCES

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## 7.APPENDICES

### Appendix A: WEEKLY TIME ALLOCATION

#	Subjects to be taught in P4-P6	Number of periods (Period= 40 min)
1	Kinyarwanda	8
2	English	8
3	French	4
4	Mathematics	8
5	Social and Religious studies	6
6	Science and Elementary Technology (SET)	6
7	Creative Arts	2
8	Physical Education and Sports	2
9	Co-Curricular Activities	4
	Total number of contact periods per week	4
	Total number of contact hour/week	32
	Total of contact hour per year (39 weeks)	1248