

Guidance for Physical Education

South Sudan





Teacher Guide for teaching and learning in PE

Contents

SECTION 1

1. Introduction	04
2. The Curriculum Framework	04
3. Rationale	05
4. Implications of the New	
Framework	05
5. The Subject Strands	08
6. Progression and Assessment	09

Physical Education

Physical Education and Health contributes to the development of young people as:

- Good Citizens
- Successful life-long learners
- Creative and productive individuals
- Environmentally award members of society

SECTION 2

How to use Syllabus Units 12

SECTION 3

Teaching Guide for The Arts -	
Planning Principles	18

Teacher Guide for teaching and learning in PE

1. Introduction

There is a new curriculum for schools and the syllabuses for all subjects from P1 to S4 have been revised. The new syllabuses for all subjects are based on an active approach to learning which focuses on understanding, skills and the application of knowledge in practical situations. It is therefore important that teachers involve children and young people in their own learning, providing practical learning activities in which learners can develop skills and a deeper understanding of the subject.

PE may not always have been seen as a priority, but the new curriculum emphasises their importance. PE has always been essentially practical with a need to involve learners actively. They should not just be learning about PE, but be learning to participate in PE also.

The new syllabuses set out this approach in some detail, and help teachers plan and ensure progression. However, the syllabuses are only words on a page. This Teacher Guidance Booklet is designed to help teachers turn those words into exciting, practical learning experiences.

This approach is at the heart of the new Curriculum Framework.

The guidance will help turn syllabus pages like these:



Into practical learning experiences like these:



The new Curriculum Framework puts the subjects into a wider context within the new curriculum. This Framework sets the overall aims for education and has a clear set of values and principles that permeate the design of the curriculum. It also introduces a set of student competencies that apply to, and are developed within, all subjects. All of this takes place within the context of the South Sudan heritage and culture. This is illustrated in diagram 1 below.

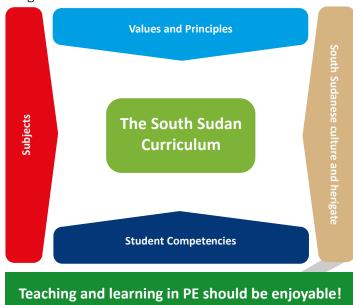
The syllabuses for PE have been written to take account of these four dimensions, and include the three Cross-Cutting Issues of:

- Life Skills
- Peace Education
- Environment and Sustainability

These Cross Cutting Issues are all built into the syllabuses, but teachers also need to be aware of these dimensions and take account of them in their planning.

This booklet will help with this process of planning for PE. It should help make *learning* in PE exciting, engaging and enjoyable. It should help make *teaching* PE exciting, engaging and enjoyable too!





3. Rationale

Participation in physical activity lies at the heart of a healthy lifestyle. Physical Education enables learners to understand the basis of healthy living, thus promoting active and healthy lifestyles.

The subject develops physical competence and confidence, providing learners with the ability to use these in a range of activities and take part in sports and games at school and in their communities. It promotes physical skillfulness and agility, physical development and a knowledge of the body in action. By considering how the body works, learners also develop the knowledge and skills required to make choices that have a positive effect of their health and related physical abilities. By participating in physical activities, learners are provided with the opportunity to be creative, competitive and to face up to different challenges as individuals, in groups and as part of teams.

Students learn how to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity and live life healthily.

4. Implications of the New Framework

4.1 Independence and Creativity

The new Framework presents teachers of PE with an opportunity to compose learning experiences for children and young people that enable them to develop the confidence necessary to make a positive contribution to society. Through a growing sense of independence stimulated by improvements and successes in physical activities, learners will be able to make increasingly valuable contributions in a variety of situations. During all physical activities, they should be guided and supported to develop their abilities to think quickly and creatively, developing a range of movements which demonstrate increasing effectiveness and style.

The new Framework outlines the need for and the benefits of learners exploring and expressing their own ideas. In PE, learners should be repeatedly provided with activities which enable them to think critically about their own and other people's work thus developing a respect for and an appreciation of this process. They should be supported and encouraged to experiment and explore ideas and movements in order to be able to make effective choices about which style, strategies and combinations of movement are required for increasingly specific purposes.



Participation in physical activity lies at the heart of a healthy lifestyle.



Learners develop the ability to think creatively and move with increasing style and effectiveness.



4.2 Knowledge and Skills

PE is a practical subject which relies on the ability of teachers to compose and deliver lessons which enable learners to practice physical skills and explore their own knowledge and understanding of the subject. There is of course the need for learners to be taught about the rules of games for example and specific facts relating to health and well-being, but it is recommended that these are delivered within the context of physical activity wherever possible.

Learners should be given the opportunity to learn new physical skills and improve existing skills in a safe and nurturing environment. They should be provided with demonstrations of 'excellence' where possible and should use their skills of critical and creative thinking to consider how to improve their own skills. Teachers should plan for the progression and the development of skills, remembering that the complexity of a context for physical activity will influence the level of skills required for effective participation. Teachers should provide purposeful contexts for the development of skills through the use of mini-games in P1 -3 and then a range of carefully organized games, competitions and individual improvement strategies throughout the Primary years.

The dissemination of knowledge related to PE should be delivered in such a way that leaners can see clear connections between their knowledge and understanding of Physical Education and their ability to perform in games, sports and other physical activities. This means that leaners should be provided with a range of opportunities and experiences in order to explore the benefits of knowing and understanding what is required for particular situations.

4.3 Active learning

In light of the requirement for PE to delivered in as practical manner as possible, teachers should embrace a range of styles of teaching and learning in order for learners to develop the range of skills necessary to become proficient in physical activity.

Teachers should consider for example, the most suitable group size for particular activities explored in PE lessons. They should consider how learners can be used as 'Learning Leaders' in order to promote the development of leadership and communication skills.

Lessons should be planned so that there is a balance of the learning of new skills and the practice of existing skills within a range of contexts. Individual lessons or a short series of lessons should require learners to think critically and creatively, cooperate and communicate with others as well as work individually, successfully. Teachers should plan lessons that use sequences of activities in most situations and include activities that explore health and well-being. Learners should be provided with regular opportunities to apply the skills that they are developing in order to recognise the relevance and purpose of their studies.

The range of activity is important in PE in order to maintain the interests of learners as well as promote the subject as an essential opportunity to improve knowledge, understanding and skills related to health and wellbeing. Teachers should consider Syllabus Units carefully in order to ensure that across a year, or a few years, learners participate in a range of activities including a variety of ball games, different kinds of athlectics, team, paired and individual games and sports and more expressive forms of movement in dance and gymnastics.

4.4 Student competencies

PE provides many opportunities for learners to develop skills and attitudes that lead to a set of competences that can apply in all subjects and throughout life. The development of the four competences in PE enhance learning and enable young people to continue to learn, to adapt to change, and to cope with the challenges of life in the 21st Century.

Across all year groups and all subjects, the syllabus incorporates the opportunity to develop student competencies. These are listed at the bottom of each Syllabus Unit in a box entitled: Contributions to the Competences. Examples are shown below for PE.

Physical Education: Primary 3

Unit 1: Gymnastics – Basic Movements

Contribution to the competencies:

Critical and Creative thinking: Performing basic movements and developing strategies to vary movements

Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements

Co-operation: Working together to explore styles and types of basic movements

Physical Education: Primary 8

Unit 3: Handball and Other Games

Contribution to the competencies:

Critical and Creative thinking: Applying skills and techniques for play and competitive games in a range of situations

Communication: Sharing ideas for strategy and tactics with others effectively and coherently *Co-operation:* Negotiate, respecting the rights of others when organizing teams and competitive games



Critical thinking is essential in the development of skills in order to deploy tactics in game situations. Learners also need to develop the skills necessary to stay safe during physical activity by continuously critically evaluating how to move effectively whist keeping the body safe from harm.

Creative thinking in PE will help leaners to compose new sequences of movement in dance for example but also in game situations where new tactics are necessary to compete successfully. Learners should be provided with opportunities to share their ideas for games and sport, thinking creatively about how to communicate their ideas for strategy, patterns of movement and form.

Communication skills are developed in PE where learners are provided with opportunities to explain to each other their ideas for dance activities for example. Teachers should regularly plan PE activities that offer learners the chance to improve their communications skills, learning techniques from each other including the need and effectiveness of using the correct terminology for particular games and movements.

Culture and identify can be explored in PE through discussions about the history of certain games and dances and the role that physical activity plays in community and family life. Teachers should plan opportunities for learners to share descriptions and demonstrations of traditional games and dances in their communities. Learners should be encouraged to take pride in the South Sudanese identity and the diverse nature of South Sudan by comparing dances and other traditional games with other related activities in other parts of the world.

Taking pride in South Sudanese identity.



4.5 Links between PE and the cross cutting issues.

Peace Education, Environmental Awareness and Sustainability and Life Skills are considered so important that they are incorporated into all subjects in all years. It is important that learners should understand these issues through different subjects, and PE provides many opportunities for this to happen, especially Peace Education and Life Skills.

Peace Education

In PE there are many opportunities to explain and explore ways of living in a peaceful coexistence and to illustrate the benefits of doing so. Across all years, some of the syllabus units incorporate Peace Education.

In P1 for example, learners are encouraged to share and take turns in games and activities and it hoped that by engaging in these things together, learners will develop their ability to tolerate and respect difference and diversity. Learn how to recognize and resist peer pressure. By P8, as a result of a rage of experiences, learners should be able to identify behaviours demonstrated in PE that can be applied in different situations to promote peace and reconciliation. Another examples is here from P7:

Physical Education: Primary 7

Unit 3: Volleyball and Other Games

Links to other subjects:

English: Apply complex language elements when explaining tactics and strategies for a game to others Social Studies: Be aware of promoting gender equality when playing games together Science; Know about the circulatory system and how physical activity is related to this Peace Education: Be aware of the ways of promoting gender equality in a local situation

Recognising that respect for human rights and gender equity underpins peaceful co-existence.

Life Skills

Some aspects of Life Skills are already integrated into the PE curriculum and beyond, but other aspects are described separately in Syllabus units in the box: Links to other subjects. PE provides opportunities for learners to talk about different emotions, including those associated with winning and losing, the joys and of challenges of participating in team, paired and individual games and the feelings associated with building tensions and excitement during competitions.

In P1 Learners should be provided with opportunities to talk about what physical activities they like and dislike. They should gradually build on this so that by P4 they are able to describe strategies for improving their own physical abilities and those of others. By P7, learners should be provided with opportunities to describe personal development goals and ambitions including some discussions about body image and how this is linked to physical activity. Another example is provided here from P5:

Physical Education: Primary 5	Unit 1: Gymnastics – Refining Techniques						
Links to other subjects:							
Science: Understand healthy lifestyles and the role							
of physical education in thi	S						
Social Studies: Appreciate	the qualities of a good						
leader and citizen when we	orking in groups to						
develop gymnastic sequen	ces						
English: Take part in discus	sions giving and justifying						
ideas creatively and confidently							
Life Skills: Discuss body cha	anges and how this effects						
personal development							

Environment and Sustainability

Elements of Environment and Sustainability can less obviously be linked into PE, but can provide an engaging context for learning in some cases. In P1 for example, the importance of identifying things in our surroundings can be used to influence movements in simple dance sequences and in P3 and 4, pollution could be used to shape a gymnastic sequence about sources of pollution. Later in P7 and 8, there can be some discussion during games about how land is used to create courts and pitches etc and how this should be done/built in order to protect the biodiversity of the local environment.

5. The Subject Strands

The three strands in PE are:

- Movement and Gymnastics
- Sports and Games
- Health and Wellbeing

They are described separately in the subject overviews but do not need to be taught separately. In the syllabus units, in most cases, they are combined in order for the skills of movement to be developed in the context of a range of sports, games, gymnastic and dance activities.

Across both strands of Movement and Gymnastics and Games and Sports, teachers should plan for opportunities for learners to discuss with each other the quality of their own performances and those of others. These discussions should build in complexity through the years and should focus in more and more detail on considerations of physical technique, tactics and strategy.

Health and Wellbeing

This should be incorporated into every PE lesson. During all elements of PE, teachers should plan for some of the lesson to be devoted to a discussion or a demonstration of some of the following issues: the importance of safety, information relating to health including, the links between physical activity and wellbeing including how the body works, the importance and significance of the need to adopt healthy lifestyles.

This integrated approach to teaching and learning in PE should lead to learners developing a positive, informed attitude towards physical activity.

Movement and Gymnastic activities.

A feature of PE in this strand is the need for learners to become increasingly in control of the way their body moves. They should be provided with a wide range of activities that allow them to explore and refine movements that become more fluent and consistent. Learners should develop skills that enable them to move in a range of styles allowing them to respond to ideas and stimuli, creatively and imaginatively. Throughout gymnastic and dance activities, learners should be given the time and opportunity to develop the skills of planning and designing sequences of movement.

Sports and Games

Teachers should plan for learners to develop key techniques for a range of activities that lead to tactics and strategy for competitive games and sports. A feature of learning here is the need for learners to experience the benefits of working as part of a team as well as the specific skills associated with playing in pairs or individually. Teachers should plan for time in lessons to discuss with learners the principles behind strategies and tactics and learners should become increasingly evaluative in the way that they reflect on the effectiveness of the way that they, and others, have participated in sports and games. This evaluation should also lead to learners becoming able to captain, referee, umpire, lead and organize games accordingly.

PE should enable learners to develop a positive attitude towards physical activity.



6. Progression and Assessment

Progression within PE ensures that learning is appropriately sequenced and involves learner engagement. Learners should be supported to understand how much and how well they have learned and should be involved in planning next steps. It is about building on prior learning as children develop skills and deepen their understanding as they apply these skills in practical contexts.

Assessment has to be used flexiby to meets the needs of all learners, regardless of the where the learing takes place. This is important in recognising achievement across PE, physcial activity and sport.

How do we find the opportunity to make formative assessments?

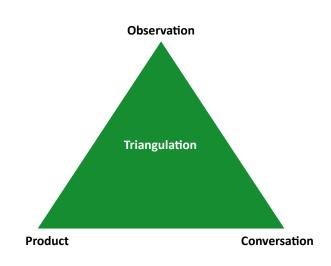
School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms. These are usually called:

- **Observation** watching students working (good for assessing skills)
- Conversation asking questions and talking to students (good for assessing knowledge and understanding)
- Product appraising the student's work. This could include their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (good for more considered analysis of knowledge and understanding, but less useful for most skills)

In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the student says. When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as "triangulation". "Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning."

Assessing Student Learning: Huba and Freed 2000



Triangulation of assessment opportunities

To find these opportunities, look at the 'Learn About' sections of the syllabus units. These describe the learning that is expected and in doing so they set out a range of opportunities for the three forms of opportunity.

Here is an example of how we could set out the Assessment Opportunities and the Assessment Criteria for The in a table:

Physical Education: Primary 5	Unit 3: Football and other Games						
Assessment Opportunity (from the Learn About section)							
Teachers should observe how well learners are able to control and pass the ball in game situations, building on previous skills. (Observation)							
Teachers should talk with pupils about rules and safety measures that are important in football games. Teachers should ask learners to explain their views and give examples of effective practice.(Conversation)							
Teachers should ask learners to write a Rule Card fo their understanding of how to play football fairly an	r football that could be shared with younger learners to assist them develop d safely.(Product)						
Learning Outcome	Assessment Criteria (what the teacher need to look for)						
 Know about strategies for keeping players safe during games Practise and refine motor skills for games of football 	Students should demonstrate their ability to control the football accurately. Students should demonstrate their ability to work with others during game situations in a safe manner. Students should be able to demonstrate their ability to effectively refine specific techniques in football.						

How to use Syllabus Units

The Syllabus Units, drawn from the Syllabus and Subject Overviews, provide a more detailed description of learning.

In PE there are 4 Syllabus Units for each year which should then be divided into a series of lessons and activities as illustrated in this diagram. Over a school year of 36 weeks, each unit should provide learning for between 7 and 12 weeks.

	Subject Overviews – PE Syllabus																							
		Syll	abus	Unit					Sylla	bus l	Jnit			Syl	labus	Unit				Sylla	bus l	Jnit		
	L L L					L	ι ι ι ι			L	L		L			L			L					
Α	A	A	A	Α	Α	Α	Α	Α	Α	Α	Α	Α	A	A	Α	Α	Α	Α	Α	Α	Α	Α	Α	A

Each Syllabus Unit should be split into a series of lessons (L). Each lesson should then be divided into a range of learning activities. (A). The teacher will need to plan an outline of learning for each Syllabus Unit over a series of weeks in order to ensure all the learning necessary is covered.

Here is an example of a Unit Breakdown:

	Physical Education: Primary 3 Unit 1: Gymnastics – Basic Movements					
Week 1	Introduction to gymnastics and initial explorations of travel. Moving from one place to another and exploring prior experiences of gymnastics.					
Week 2	Jumping. From one to two points, from two to three etc. Learn how to move with control, varying the height and level of movements.					
Week 3	Balances. Consider strength and body tensions in order to maintain a balance. Practice balancing on one, two, three and four points. Begin to combine balances with jumps.					
Week 4	Changing speed and direction. Consider how to change direction quickly, with control. Combine levels of movement with changes of speed and direction.					
Week 5	Developing sequences. Use topics in other subjects as a context for movements. Practice for fluency and variety and provide opportunities for feedback and improvement work.					
Week 6	Rhythm and style. Consider how rhythm is used in dance and how it could enhance gymnastic sequences. Watch examples of good gymnastic performances if possible to examine features of style and tempo.					
Week 7	Incorporating equipment. Consider how to use equipment to enhance movements. Enable pupils to assess the risks of using equipment.					
Week 8	Focus on agility and strength to improve fluency. Link to science here to explain how the body works and how it should be maintained.					
Week 9	Prepare and present and extended sequences. Enable learners to recap on all the movements that they have been shown or practiced themselves. Presentations could be watched by younger learners, particularly if a subject topic is used as a context such as kites or trees.					

In order to prepare this summary of learning, the teacher needs to consider all aspects of the Syllabus Unit: The 'story' of the unit in the Learn About Section: The Learning Outcomes; Links to other subjects: Contributions to Student Competences. The Key Inquiry questions provide a useful starting point for shaping learning and teachers should plan for these questions to be explored and answered during the course of the unit.

During a school week, there are between 3 and 4 PE lessons lasting either 35 or 40 minutes each according to the year. The table below is taken from the Curriculum Framework and describes this.

Primary School (Number of periods each week)							
	P1-3	P4	P5-8				
National Language	5	5	3				
English	7	7	5				
Maths	6	6	5				
Science	4	5	5				
Social Studies	4	5	5				
The Arts	3	4	4				
RE	3	4	3				
PE	3	4	3				
Arabic			5				
School Programmes			2				
Total	35	40	40				
Time per lesson	35	40	40				

So in P1 – 3, each week there will be 3 lessons of PE, each lasting 35 minutes. Using the Unit Breakdown for Unit 1 from P3 above then for example, learning in Week One could consist of:

Lesson One: Exploring different methods of travelling from one place to another over a variety of distances.

Lesson Two: Selecting 3 or 4 method of travel and refining them in to include greater motor control and a variety of speeds.

Lesson Three: Combing the 3 or 4 selected from the previous lesson into a practiced sequence of movement.

Here is the Full P3 Unit 3. It provides the context for the Unit Breakdown above.

Physical Education: Primary 3	Unit 1: Gymnastics – Basic Movements		
Learn About	Key inquiry questions		
In this unit learners should learn how to and how to use apparatus. They should as jumping from two points to one or ba- take into account and practice the trans- and extensions in their movements. They should also be able to develop the speed and direction with help of appara changes could in incorporated into move Learners should develop sequences of n length. They should work well as an indi also. Learners should understand the in routines of stretching to prepare them for	 What is the importance of using apparatus to perform basic movements on floor? Why do we need to develop our movement skills? What aspects of travelling makes a valuable contribution to the variety and interest of a gymnastic sequence? What strategies can we employ to ensure that our bodies are ready for gymnastic activity? What is involved in the process of improving a performance? 		
	LEARNING OUTCOMES		
Knowledge and understanding	Skills	Attitudes	
• Explain the use of apparatus in performing basic movements	 Appreciate basic movements Care for apparatus and respect its contribution to gymnastics 		

Critical and Creative thinking: Performing basic movements and develop strategies to vary movements Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements

Co-operation: Working together to explore styles and types of basic movements

Links to other subjects:

Science: Appreciate the importance of exercise for a healthy life

Social Studies: Respecting gender equality when working in a group and the ways of resolving problems in their own situations English: Give a speech expressing opinions about gymnastic performances and be ready to answer questions about performances Life Skills: Discuss attributes of self, including talents Further examples of Unit Breakdowns are at the end of this section within the Teacher Guidance for PE.

Lesson Formats

It is recommended that each PE lesson includes a discussion about Health and Wellbeing including nutrition as this is such an important aspect of the way PE contributes to the aims of the curriculum. This could be done in a number of ways:

- Questions and answers at the beginning and/ or end of the lesson about a particular aspect of Health and Wellbeing as described in the Syllabus Unit;
- Frequent references to the way particular movements contribute to healthy living as the lesson progresses;
- Health and Wellbeing are used as the focus for the lesson.

Each lesson should include periods before and after physical activity designed to 'warm up' and 'cool down'. This muscle stretching and aerobic activity allows the learner to focus on particular aspects of movement as well as prepare and relax the body safely.

Each lesson should involve a degree of the following elements of development in order to enhance progression and promote the value of student competences:

- Aquire and Develop considering new skills and practicing/developing existing skills;
- Select and Apply exploring key/relevant skills within more complex familiar contexts or new contexts;
- Evaluate and Improve consider and reflect upon performances and refine/improve performance;
- Know and Understand reflect upon learning, question, explain and justify in order to aquire deep learning;

As described in the table at the top of this section, each lesson should incorporate a variety of activities. These will vary according to the content and focus of the lesson but should include:

- A variety of warm up/cool down exercises;
- Health and wellbeing explorations;
- A mix of individual, paired, group and team as appropriate.

Syllabus Units across a year.

It is recommended that some of the Syllabus Units are split and spread across a year in order to provide a balanced experience of PE.

In Primary 1 for example, Patterns of Movement (Unit2) could be split into 3 sections in order for them to provide a shorter introduction to each of the other units.

	Primary 1							
Unit	Title	Links						
1	Developing Control	Life Skills						
2	Patterns of Movement	Life Skills						
3	Simple Ball Games	Peace Education						
4	Traditional Games	Peace Education						

Alternatively, Unit 4 could be split into 3 sections so that Traditional games are the conclusion to each term's PE lessons, or, Unit 1 and 2 could be split 2 in order to provide some opportunities to focus on Movement with each term.

It is up to the teacher to decide how the Syllabus should be organised. They should take account of school facilities, numbers of learners in year groups and other significant contributing factors to the school year including national and community events.

The tables below list the Units in each year group. Links to cross cutting Issues are included as these form a feature of learning in all subjects.

	Primary 2								
Unit	Title	Links							
1	Gymnastics – Movement Skills	Life Skills							
2	Dance – Whole Body Movement	Life Skills							
3	Mini Games	Peace Education							
4	Games and Rules	Peace Education							

	Primary 3							
Unit	Title	Links						
1	Gymnastic – Basic Movements	Life Skills						
2	Dance – Using Imagination	Life Skills						
3	Developing Techniques in Games	Life Skills						
4	Applying Rules in Games	Peace Education						

	Primary 4						
Unit	Title	Links					
1	Gymnastics – Basic Techniques	Life Skills					
2	Dance, Structure and Formation	Life Skills					
3	Techniques for Ball Games	Life Skills					
4	Competing in Competitive Games	Peace Skills					

Primary 5		
Unit	Title	Links
1	Gymnastics – Refining Techniques	Life Skills
2	Dance – Combining Movement	Life Skills
3	Football and Other Games	Peace Education
4	Netball and other Games	Life Skills

Primary 6		
Unit	Title	Links
1	Gymnastics – Range of Participation	Life Skills
2	Dance – Characters and Narrative	Life Skills
3	Offence and Defence in Games	Peace Education
4	Extending Skills for Games	Life Skills

Primary 7		
Unit	Title	Links
1	Gymnastics – Refine and Control	Life Skills
2	Dance – Contrast and Repeat	Life Skills
3	Volleyball and other Games	Peace Education
4	Developing Skills for Matches	Life Skills

Primary 8		
Unit	Title	Links
1	Gymnastics – Movement Sequences	Life Skills
2	Dance – Express and Communicate	Life Skills
3	Handball and Other Games	Life Skills
4	Contact Rules and Strategy in Games	Peace Education

Further Examples of Unit Breakdowns:

	Physical Education: Primary 5 Unit 4: Netball	
Week 1	Learners should build on previous skills learnt for netball by improving control and accuracy of movements: catching, throwing, running, jumping. Learners should practice their skills of dodging and passing in pairs and in small groups. They should apply these skills in game situations.	
Week 2	They should practice using equipment and facilities for netball and consider how movements need control in order to stay in court for example or shoot for a goal at the height required in a full game.	
Week 3	They should explore and demonstrate their understanding of the fundamental rules of netball to ensure safe play.	
Week 4	Learners should explore feet positions for effective play that give them balance and the ability to move freely in response passes. They should learn to position themselves well on court and develop skills that help them know how and when to pass the ball.	
Week 5	Learners should develop strategies for keeping the ball from opponents as well as learning how to mark a player and space.	
Week 6	Learners should watch other games either live or recorded in order to identify what makes a good team. They should practice short games focusing on effective team work.	
Week 7	Learners should consider what aspects of netball could transfer to other games such as volleyball and basketball and explore how techniques and skills could be adapted to suit these games.	

Physical Education: Primary 7 Unit 4: Dance – Contrast and Repeat	
Week 1	Learners should continue to explore dance movements that increasingly offer physical challenges. They should recap on previous dances, considering what elements of these could be improved.
Week 2	Learners should build on their existing skills of balance and coordination in order to produce their dance performances effectively. They should explore how to express more sophisticated feelings in a dance.
Week 3	Learners should use paired and group work to experiment with coordinated movements and practice balances that involve longer periods of balance at higher and lower levels.
Week 4	Learners should work with others and observe recordings of dance works if possible to explore movements that are in contrast to one another, developing their own abilities to move in sequence in this way.
Week 5	Learners should explore the role and effects of repeating particular dance movements within the context of thematic dances.
Week 6	Learners should practise developing dance patterns with these improved skills, taking it in turns to lead, observe and plan.
Week 7	Learners should consider the effects of dance on their bodies and recognise that regular physical activity leads to healthy body systems and their functions. They should develop a simple dance to share with younger learners that explains this.
Week 8	They should talk to dance professionals if possible and explore what strategies they employ to protect their bodies from harm during dance practices and performances. Learners should present their findings to other year groups.
Week 9	Learners should put all that they have learnt in this unit together to plan, practise and perform a dance of their choice that features 'contrast and repeat'.
Week 10	They should encourage each other during rehearsals with critical appreciation, building to improve performances with additional moves and more expressive features of movement.

Teacher Guide for Physical Education -Planning Principles

Principle One

One learning activity leads to many learning outcomes

The examples in this section for Principle 1 illustrate the fact that one learning activity can be designed in such a way that it can lead to many learning outcomes within and beyond the subject that they are designed for. So an activity designed to help learners achieve one key PE learning outcome, will also provide opportunities for learners to make progress towards many other learning outcomes in PE as well as other related subjects according to the context of the activity.

In the example here, we can see an activity in PE designed to stimulate learners being able to develop patterns of movement. But because the activity is 'rich' in context and uses a sufficient variety of experiences, the activity can lead to valuable learning in Science and Mathematics. The activity also makes a valuable contribution to the development of the competencies of communication and creative thinking.

Physical EducationPrinciple 1Primary 1, Unit 1Gymnastics Developing Control



Teacher Guide for Physical Education -Planning Principles

Principle Two

Learning outcomes need more than one learning activity

Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning and therefore be able to apply this learning in a range of situations, they need a variety of activities and experiences to ensure that this deep learning takes places.

Principle two requires that teachers think creatively about how a particular learning outcome can be explored. Many examples and ideas are provided in the Syllabus units themselves, but there are opportunities for further activities to be developed, particularly if these can be linked to other areas of learning in the curriculum.

In this example, learning about communication and expression in movement is developed through a range of activities which vary from the way learners work (Working in Unison?) to the context for exploration (Going on a hunt).

Physical EducationPrinciple 2Primary 8, Unit 2Dance – Express and Communicate



Teacher Guide for Physical Education -Planning Principles

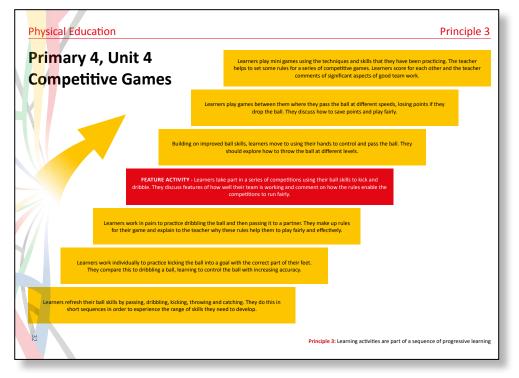
Principle Three

Learning outcomes need more than one learning activity

It is important to remember that learning is never in isolation. It continually builds on prior knowledge and makes moves towards higher levels of thinking, deeper understandings and richer banks of knowledge. Attitudes are developed as these sequences make progress and so we have learners reaching towards the intended aims of the curriculum.

The Unit Breakdowns explored previously in this Guide, provide a description of progress through a unit to some extent, but steps

in learning are usually smaller and more particular than a large step forward at the end of each lesson. Formative assessment strategies (discussed in more detail in the related Assessment Guide) should ensure that learning is checked and supported at frequent intervals throughout a lesson as well as throughout a unit to ensure that misconceptions and uncertainties are corrected at timely intervals.



This example for P4 illustrates how a feature activity in the competitive games unit can encourage progress in learning to that point. It can also insprie further learning that builds on this feature activity.

Primary 1, Unit 1 Gymnastics Developing Control

Physical Education

Know a variety of patterns of physical movement.

Competency: Critical and creative thinking

Learners explore and investigate different movement patterns and evaluate the effectiveness of them in a variety of situations.

Learners consider how different movement patterns can be applied in everyday activities.

Competency: Cooperation

The ability to perform movement patterns in groups and pairs.

Learners appreciate peer learning as a way of learning how to improve their movement patterns.

Cross Cutting Issue: Peace Education

Learners recognise that taking turns to demonstrate patterns of movement for example, is a good way of promoting peace.

Physical Education

Explore and develop a range of physical movement.

Learning Activity Patterns of movement

Learning to develop and perform different movement patterns.

Learners work in pairs and small groups to explore different patterns of movement that include walking, running and jumping. Learners also consider how to use different formations such as a 'U' shape, lines and circles to enhance their patterns of movement.

Some demonstrations of patterns are provided by the teacher and / or more able learners. Learners practice evaluating their own work and giving feedback to others.

Social Studies

Taking turns in a variety of settings and share equipment and resources needed for games.

Physical Education

Appreciate and love different patterns of physical movement.

Competency: Communication

Learners listen well and develop their ability to comprehend and follow instructions given by the teacher.

Competency: Culture and Heritage

Learners begin to recognise how patterns of movement are used in traditional dances and games.

Science

Identify main parts of the body and know that bones and muscles work together to enable the body to move in a variety of ways.

Mathematics

Begin to recognise geometrical shapes by exploring the shapes achieved during various movements.

Primary 3, Unit 3 Developing Techniques in Games

Science

Appreciate the importance of exercise for healthy living. Work together to explore strategies for warming up the body before exercise.

Physical Education

Understand the importance of exercise for good health.

Apply safety precautions when participating in warm ups.

Respect the body and take action to maintain good health.

Competency: Critical and creative thinking

Develop the ability to perform a variety of movement patterns. Learn how to compare different movement patterns.

Competency: Communication

Communicate ideas coherently in relation to ideas for warm up activities.

Comprehend and respond appropriately to instructions from the teacher and to ideas from other learners.

Competency: Cooperation

Tolerance and respect to one another in the warm up activities

Learning Activity Warm ups

Introduction: Remind the learners about the importance of excise and the relevance of a 'warm-up' for good health and safety.

Main activity: Develop and practice a range of warm-up exercises: Jogging; Hop Scotching; skipping; stretching; pulling.

Ask learners to discuss in small groups the significant effects on your physical health of warming-up the body before exercise. Ask them to prepare a simple warm up routine that involves either variations of one movement or a series of contrasting movements.

To conclude the activity, ask a few groups to demonstrate their routine

Competency: Culture and Heritage

Take pride in the range of movements that can be created and relate these to some features of traditional dance.

Values and Principles

Develop a culture of excellence and find ways of supporting continuous improvement when undertaking physical activities.

Maths and English

Count as learners jump or run – in English and in own language.

Cross Cutting Issue: Peace Education

Recognize and respect gender equality in the way that groups are oganised.

Cross Cutting Issue: Life skills

Learn to work effectively in pairs and in teams. Discuss talents and attributes of self in relation to physical activities.

Social studies

Presenting ideas to others and learn to acknowledge different responses to ideas.

Primary 4, Unit 2 Dance Structure and Formation

Physical Education

Develop a wide range of movement patterns individually and in groups.

Competency: Critical and creative thinking

Evaluating different starting points for dance patterns and selecting own movements accordingly.

Competency: Cooperation

Using teamwork to use space appropriately to form beginnings of dance patterns.

Cross Cutting Issue: Life Skills

Learn ways of studying and improving their own performance in school.

Physical Education

Know about strategies to link together and begin dance patterns.

Learning Activity Dance beginnings

Exploring and practicing ways of starting dance performances.

Building on ideas for sequences of movements and rhythmic patterns, leaners work in groups to critically evaluate examples of how dance performances can begin. Based on these reflections, they compose and practice their own beginnings of dance performances.

Principles

Developing a culture of excellence that supports creativity and continuous improvement.

Physical Education

Practice movements that can begin dance patterns, adapting them for different purposes.

Competency: Communication

Sharing ideas with each other effectively and explaining choices of movements to begin dance patterns.

The Arts

Forming own compositions and discussing artistic performances in other own and other cultures.

English

Narrate and describe how dance patterns begin, giving opinions about their effects and impact.

Primary 5, Unit 3 Football and other games

Physical Education

Practise and refine motor skills for football.

Physical Education

Improve techniques for playing football

Physical Education

Describe and demonstrate motor skills for games of football.

Competency: Critical and creative thinking

Selecting appropriate skills in order to play football successfully and identifying skills that need further practice.

Competency: Communication

Working effectively to prepare for explanations and demonstrations of soccer skills.

Social Studies

Appreciate the qualities of a good leader and consider how this can be developed in preparations for a group presentation.

Learning Activity Skills Show

Developing skills for a soccer game.

Learners consider prior learning about how to play and game of soccer including the skills required. They work in small groups to prepare a short demonstration of the key 'skills for success in soccer'. These should include: passing and receiving; heading; dribbling; throwing; striking; tackling; goal keeping.

Learners observe some demonstrations critically, consider how skills could be improved.

English

Take part in discussions about soccer, giving and justifying ideas about skills creatively and confidently.

Science

Understand the principles of a healthy lifestyle including the need for a range of physical activities.

Competency: Cooperation

Working towards the common goal of preparing a demonstration of soccer skills.

Cross Cutting Issue: Peace Education

Respect that human rights and gender equality underpin a peaceful co-existence and consider this when working in groups.

Primary 6, Unit 4 Extending Skills for Games

Physical Education

Understand the importance and relevance of nutrition to levels of fitness, health and well-being.

Mathematics

Read and interpret a data from tables that describe the related nutritional benefits of a range of foods.

National Languages

Give presentations and ask questions fluently about healthy living and a balanced diet.

Cross Cutting Issue: Life Skills

Describe personal strengths and weaknesses and link this to choices for healthy living.

Learning Activity Food and Fitness

Learners should continue to consider how to maintain healthy lifestyles by discussing their experience of fitness, and exploring further, combinations of food that keep them active and feeling healthy.

Learners should prepare questions for a health professional or successful sporting figure to deepen their understanding of what constitutes a balanced diet.

Science

Understand structures of plants, recognising that the roots, flowers, leaves and fruits of some plants offer a range of nutritional benefits.

Science

Know different food types and understand the importance of a balanced diet

Competency: Communication

Speak clearly and communicate ideas effectively relating to experiences of fitness and a balanced diet.

Competency: Critical and creative thinking

Selecting appropriate skills in order to play football successfully and identifying skills that need further practice.

Competency: Cooperation

Be tolerant and respectful of different views when discussing experiences of health and well-being.

Primary 8, Unit 4 Contact Rules and Strategy in Games

Physical Education

Know how to combine offensive and defensive skills successfully in simple games.

Competency: Critical and creative thinking

Compose a mini game that enables younger learners to practice key strategies in football based on a critical evaluation of expert dodging and blocking tactics displayed by competent players.

Competency: Cooperation

Work efficiently as a team to design a mini game, distributing roles in terms of explainer, leader, demonstrator etc.

Social Studies

Work collaboratively to plan and carry out an activity which will enable youngers learners to improve their physical skills.

Physical Education

Know how to demonstrate blocking and dodging strategies in football.

Learning Activity Dodge and Block

Learners should improve the skills learned in P7, by applying offensive and defensive strategies in a variety of games.

They should explore the effects and importance of combining dodging (offensive) and blocking (defensive) movements in a game of football.

In groups, they should design a 'mini-game' that can be played with younger players in order for them to practice either dodging and blocking skills.

Science

Understanding the function of the nervous system to carry information to the brain to inform choices of movements and tactics.

Physical Education

Know about, apply and explain the rules for contact sports (football).

Competency: Communication

Share ideas effectively with each other, providing explanations for choices of activities for mini games.

English

Participate proficiently in discussions about tactics in football, taking the initiative where possible.

Cross Cutting Issue: Life Skills

Discuss different forms of showing respect for human rights, in this case, gender equity when playing team sports.

Primary 1, Unit 4 Traditional Games

Share and Teach

Learners are invited to talk about, explain and demonstrate some games that they play with their friends and family at home and at school. Learners play a couple of the games described while the teacher narrates different parts of the game.

Clapping Games

Learners play together traditional clapping games and the teacher helps them adapt this to a skipping game.

What's the time Mr Wolf?

Learners play this traditional game together and the teacher helps them adapt it to a similar game where other animals are suggested from other lands and cultures.

Take a sequence

The teacher should demonstrate a sequence of movement from a traditional dance and learners should copy this. The teacher should then repeat the sequence but change one movement – can the learners identify which has changed? Learners take over as teachers and so on.

Nyama

The teacher should explain and demonstrate this game from Kenya. It involved a circle of learners and a child in the centre who becomes an animal ready to pounce. Learners should join in and talk about how the game is similar and different to games that they know in South Sudan.

Games with music

Learners should play traditional games from South Sudan whilst listening to music if possible. They should discuss how the music influences how they move.

Action Songs

The teacher leads learners through some traditional actions songs. Learners then repeat the songs using stronger and bigger movements followed by smaller and slower movements.

Ampe

Learners explore the game of Ampe, from Ghana with their teacher. This is a game where jumping and clapping are combined in a game that matches movements.

Games of speed

Learners should practice together games that require speed of movement like 'Tig'. They should talk about useful tactics for avoiding being caught including dodging and turning quickly.

Team Games

Learners should talk about the games they like playing in teams such as football. They should tell each other what they think makes a good team player. They should play mini games and the teacher should narrate good team work.

Learning Outcome Know some elements

> and sequences in traditional games from South Sudan and other parts of Africa

Primary 2, Unit 1 Gymnastics – Movements and Skills

Rolling

Learners consider different everyday objects that roll such as a wheel barrow, a tyre and a ball. They compose sequences of movements that illustrate these different types of rolls in pairs and in small groups. They could begin by holding hands in a circle and dancing around the circle.

Traditional Dance

With their teacher, learners study a familiar traditional dance, isolating and copying different movements. They then re arrange these movements to make up their own new dance.

Skipping Rope

High and Low

Learners should consider how

movements can take place at

higher and lower levels. They

should combine 3 or 4 movements

and demonstrate these to another

as individuals into one sequence

Using a skipping rope, learners move forwards, backwards and in a circle, in pairs, individually and in small groups combining skipping and jumping movements.

Fast and Slow

Learners should practice one movement which they enjoy so that it is controlled and fluent, They should then develop their ability to move in this way at a faster and slower pace, possibly to the accompaniment of a suitable piece of music.

The Hare and the Tortoise

The teachers should tell the learners the story of the race between the hare and the tortoise in order to compare the movements of each animal. Learners should then work in pairs to move as if they are in a similar race.

River Running

The teacher should explain to learners that a river begins as a collection of tiny streams in the mountains which turn into a river which runs into the ocean. Learners should work in small groups to compose a short sequence that describe that journey.

Learning Outcome

Explore ways of combining movements

Duck Walk

learner.

The teacher should demonstrate and explore with learners the variety of ways in which a duck walks. The teacher should then instruct learners to form groups of 4-5 and compose a sequence of contrasting movements which mimic the movements of a duck.

Monkey Climb, Monkey Jump, Money Run

Learners think about a real or fictional story they know of that involves a monkey. They should show each other how the monkey moves in different parts of the story. They should copy each other's story.

Jumping Frogs

Learners should think about the way a frog jumps on land and swims in the water. They should try to copy these movements individually

Principle 2: Learning outcomes need more than one learning activity

Pass or shoot from a stationary position?

Learners should practice shooting the ball for a goal in football and compare this to passing the ball to another player during a game from a stationary position. Learners should practice the skills required for each of these passes, working in pairs to pass the ball between them before shooting for a goal.

Passing on the move

Learners should begin the session by playing a short game of football and focus on their ability to pass the ball whilst on the move. After the short game, learners should work in small groups to discuss and compare their experiences of passing during the game. They should practice passing the ball whilst on the move in short drills, focusing on the need to control the ball.

They should finish the session with another short game of football and conclude with a discussion about the improvements in passing.

Tackling

Learners should practice blocking the movement of a ball with the inside of the tackling foot. They should practice leaning forward into the tackle and keep the non-tackling foot pointing forwards along the ball. In mini games, learners should support team mates to tackle confidently.

Football Passes

The teacher explains and demonstrates or asks another learner to demonstrate the skill of passing a ball successfully in football.

Learners should then practice passing in pairs, pausing occasionally to observe and learn from other pairs.

Passing in games

Learners should take it in turns to observe and play short games of 5 a-side football, discussing the variety of movements required in order to pass the ball successfully.

Dribbling

Learners should practice dribbling the ball individually, thinking carefully about the techniques required – keeping the ball on the ground and close to feet, looking where you are going and stopping to change direction fluently. In groups of 4 or 6, learners should design dribbling courses for learners to manoeuvre around in order to practice this skill further.

Learning Outcome

Apply basic techniques for kicking and passing a ball in a game of football

Heading a ball

Learners should practice heading a ball by standing with their weight on their back foot, getting ready to move towards the ball. They should use the forehead to make contact with the ball. Learners should make connections between the quality of a throw and the success of heading a ball in games and practice situations.

Receive it

Learners should practice receiving the ball, recognising the connection between a controlled pass and a successful receipt. They should play mini games in order to refine their receiving skills.

Primary 6, Unit 1 Gymnastics - Range of Participation

Changes of Direction and speed

Learners should explore ways in which movements can change direction and speed with increasing fluency. Learners could play games in groups where a leader learners bangs a drum in order to signal a change in direction or speed.

A jump and a roll

Learners should build on previous jumping skills in order to combine a jump and a roll from a range of heights. Learners should work in small groups to support each other land safely from a jump and move smoothly into a roll.

Apparatus

Learners should compose a short sequence that involves a variety of movements and then adapt it in order to incorporate a single piece of apparatus such as a bench, box or spring board where available.

Symmetrical and asymmetrical shapes and balances

Learners should watch a range of gymnastic performances and discuss different shapes and balances identifying which are symmetrical and which are asymmetrical. They should work in small groups to compose individual sequences of movements which move from symmetrical to asymmetrical shapes.

High and low

Learners should consider what additional movements they can perform at different levels. They should now practice balances on one point at a high and low level as well as rolls and jumps at a high and lower level also.

Learning Outcome

Acquire new gymnastic techniques in order to increase participation in physical activities

Symmetry in pairs

Learners should consider what they know about symmetrical patterns and consider how this can be adapted to gymnastic sequences. They should practice short symmetrical patterns in pairs, improving and refining movements as they gain confidence.

Gymnastics on the move

Learners should consider how some gymnastic shapes and balances are suitable for sequences of movement that move from one place to another. They could explore sequences of balances for example and stretches that allow the body to move forward.

Gymnastics and games

Teachers should help learners to consider what gymnastic movements are used in other sports and games. What related movements are used in volleyball for example? Jumping and traversing? Twisting and turning?

Gymnastics and Dance

Building on dance movements in P5, learners consider movements in traditions dances such as

jumping in the Dinka dance, rubbing feet on the ground while moving forward as in the Bari Dance and running as in Otuho dance etc. Learners use these sequences and range of movements to make short patterns for a new dance of their own composition.

Longer sequences

Learners should consider their favourite ways of moving in gymnastics and compose a longer sequence that highlights these movements. They should prepare for a performance.

Primary 7, Unit 3 Volleyball and other Games

6 in a team

Learners should practice passing a volley ball between groups of six players. They should consider how to control volleys in terms of height and strength of pass.

Illegal contact

Learners should practice moving in such a way that only their hands touch the ball or a part of their body above the waist. It is illegal for the ball to touch any other body part below the waist. Learners should evaluate movements of others in order to improve their ability to return or pass the ball legally.

Spiking

Learners should prepare for spiking accrurately in a game by practicing within a small group 4. Learners should take it in turns to set a high ball to another player who should return it without the ball coming into contact with another part of their body.

Blocking

Learners should practice blocking the ball in order to control and pass the ball effectively. They should work in teams to set the ball in order for each other to move in this way.

3 at the front, 3 at the back

Learners should practice standing in the correct formation for a game and practice passing and receiving the ball from the front to the back row and vice versa.

Learning Outcome

Know how to participate in games of volleyball by applying rules and regulations

3 hits per team

Learners should practice hitting the ball three times between them, moving the ball over the net on the third hit. One player may not hit the ball twice in succession.

Serving from the Service Line

Players should practice serving the ball from a service line using a float serve and a jump serve. They should help each other practice services that would challenge the opposite team.

Rotating the serve

Players must all be able to serve as this is rotated clockwise after each point has been won on a serve. Learners should work in pairs to practice serving, identifying features of movement that enable accuracy and challenge.

Teach it

Learners should work in groups of 6 to prepare a short lesson to share with younger learners about how to play Volleyball, focusing on the rules that enable the game to be played fairly.

Filming

Learners should if possible, watch films of professional Volleyball teams playing a game or visit another game locally. They should discuss in pairs why they think points are won, effective passing strategies and other successful features of the game.

Primary 8, Unit 2 Dance – Express and Communicate

Traditional Dance for a wedding

The teacher should demonstrate, or show a recording of, a traditional dance used to celebrate a wedding. Learners should identify features of movement, discuss what these communicate, and compose their own dance to celebrate a wedding.

The joy of a baby

Learners should work in groups of 4 to compose a sequence of movements that uses symmetrical shapes and patterns. Their dance should express the joy of a family for the arrival of a baby.

Going on a hunt

The teacher should remind learners how to move on canon, using a film if possible of a dance group performing in this way. Learners should then work in small groups to compose a short sequence of movement in canon to illustrate a hunt for an animal.

Exciting days

Learners should compose a short motive to express feelings of excitement about an upcoming event of their choice. They should extemporise this motif by changing speed, levels and dynamics, into a longer sequence.

Champion dance

Learners should consider the success experienced by teams who win tournaments and competitions. Working in groups, learners should choose a sport, consider movements in that sport, and compose a dance that illustrates the joy of success in that sport.

Learning Outcome

Demonstrate movements for

communication and

expression

The end of a story

Learners should work in pairs to compose a dance that uses mirrored movements to communicate a scene from the end of a story of their choice.

A moment in time

Learners should select a photo provided by the teacher and compose a sequence of movements that illustrate the scene captured by the photo.

Working in unison?

Learners should work in groups of about 10 and compose a short unison dance that communicates feelings of confusion after a community dispute.

Call and response

Learners should compose a dance where one dancer moves and another makes a movement reply. The context for their dance could be a conversation between a mother and her child about harvest time.

Improvisation

Learners should chose a piece of music if possible, and discuss a possible story that is being described by the music. They should work together to improvise a range of related expressive movements.

Primary 1, Unit 4 Traditional Games

Learners work as a whole class, led by their teacher to compose a sequence of actions that use a range of movements. They perform this in a celebration gathering at their school.

Learners choose a song that could be accompanied by the movements they have chosen at different evels. The refine their movements by watching each other and describing what they like.

Learners choose a range of actions that they have enjoyed displaying and practice them at different levels.

FEATURE ACTIVITY - The teacher chooses a traditional action song and demonstrates this, asking for two new additional movements. Learners repeat and copy the song using stronger and bigger movements followed by smaller and slower movements.

Learners choose another traditional song and explore in small groups some of their own ideas for repeated movements to illustrate the song. They show each other and choose a few to practice and perform as a whole class. Learners talk about what kind of movements they are making.

Learners choose one familiar traditional song and the teacher demonstrates a short sequence of repeated movements that illustrate the meaning of the song. Learners copy and repeat these actions while they sing the song.

Learners talk about traditional songs in their community. They share these songs with each other and enjoy singing together, moving freely in response to the song.

Primary 6, Unit 4 Extending Skills for Games

Learners should apply improved throwing, hitting and running skills in a game of cricket and explore effective techniques for fieldwork in teams.

In small teams, learners should practice their throwing skills in order to return balls to the bowler as quickly as possible. They should practice under and over arm throws, helping each other to identify which kind of throw is useful in different situations.

Learners should build on their hitting skills so that they are able to run as quickly as possible to the opposite cricket stumps once they have hit the ball. They should practice their footwork in order to be able to di this effectively.

cricket where the focus is on hitting the ball in different directions. Learners should swap batting every time FEATURE ACTIVITY (HIT AND RUN RALLY) - Learners should work in two teams to play a mini game of they achieve 20 runs in order to keep many people involved in the game.

They should consider the angle that the bat hits the ball and the angle of their body as the ball comes Learners should practice hitting the ball so that it is sent in a variety of directions. into contact with the bat.

Learners should practice hitting a cricket ball with a cricket bat and should evaluate what body positions and movements are necessary for a strong return, applying this knowledge in a mini game with a partner.

Learners should refresh their skills for hitting a range of balls with a range of bats where possible, and should talk about what skills need improving.

Competitive Games Primary 4, Unit 4

helps to set some rules for a series of competitive games. Learners score for each other and the teacher Learners play mini games using the techniques and skills that they have been practicing. The teacher comments of significant aspects of good team work.

Learners play games between them where they pass the ball at different speeds, losing points if they drop the ball. They discuss how to save points and play fairly.

Building on improved ball skills, learners move to using their hands to control and pass the ball. They should explore how to throw the ball at different levels.

dribble. They discuss features of how well their team is working and comment on how the rules enable the FEATURE ACTIVITY - Learners take part in a series of competitions using their ball skills to kick and competitions to run fairly.

Learners work in pairs to practice dribbling the ball and then passing it to a partner. They make up rules for their game and explain to the teacher why these rules help them to play fairly and effectively.

Learners work individually to practice kicking the ball into a goal with the correct part of their feet. They compare this to dribbling a ball, learning to control the ball with increasing accuracy.

Learners refresh their ball skills by passing, dribbling, kicking, throwing and catching. They do this in

short sequences in order to experience the range of skills they need to develop.

