

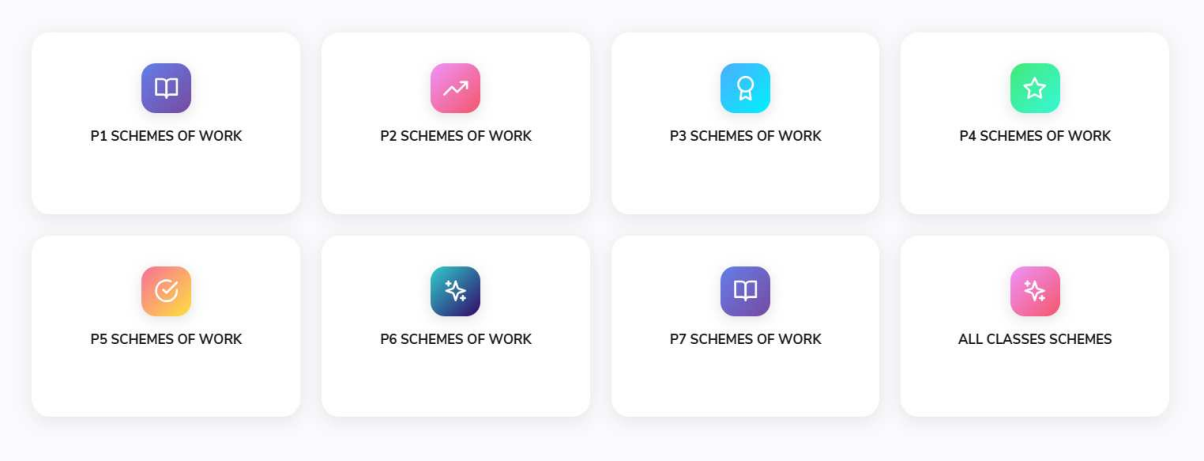

**P.3 PHYSICAL EDUCATION (CAPE) SCHEME OF WORK TERM III**

| WK | PD | THEME | S. THEME | CONTENT | COMPETENCES | IND. OF L. SKILLS & VALUES | L.AIDS | MTDS/TECHNIQUES | ACT | RE | REM |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | LIVING THINGS | Plant habitat | **Running/chasing Ekibaale**<br>- learners in a circle<br>- one holds a stone and look for whom to drop it so as to run with it also.<br>- the game is accompanied with a "song' owekibaale | - run with the stone/ball effectively<br>- sing a song "Ekibaale"<br>- clap the hands to moral boost others<br>- chasing<br>- running at a steady sped. | - coordination<br>- attitude<br>- appreciation<br>- teacher pupil relationship | a stone | guidance | Running & chasing<br>sing a song clapping | Curriculum guide book 3 page 48 | |
| 2 | 1 | | | **SACK RACE**<br>- two learners from different sides e.g (boy & girl) run from the minus falling down.<br>- the one to reach the destination first is the winner | - run from the sack effectively<br>- motivate others while gearing them properly | - team work<br>- appreciation<br>- assertiveness<br>- self esteem<br>- love<br>- perfectness<br>- effectiveness | a sack | common style | running<br>singing<br>clapping | Curriculum guide book 3 page 182 | |
| 3 | 1 | | | **TUNNEL –RELAY**<br>- children in groups line up in a straight line.<br>A B C<br>x x x<br>x x x<br>- each group with a ball.<br>- the ball is sent from the front person to the behind one; then to the next up to the last. Then it is | - send the ball appropriately<br>- hold the ball properly | - empathy<br>- coordination<br>- appreciation<br>- love<br>- self esteem<br>- acceptance | a ball | guidance | pushing the ball<br>bending | Model volume 2 page 182 | |

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| | | | | sent back from the last person to where it started from. | | | | | | | |
| 4 | 1 | FRIDAY | PEACE AND SECURITY | **DUCK FIGHTING**<br>- learners in groups of two<br>- scort and role play duck fighting by clapping the hands together | - strengthen their arms to practice duck fighting<br><br>- identify the skill properly | - friendship formation<br>- attitude<br>- self esteem<br>- cooperation<br>- assertiveness | resource person | guidance<br><br>common style | simple jumps | Curriculum guide book 3 page 46 | |
| 5 | 1 | | | **FROG JUMP**<br>- learners in groups scort and jump like a frog | - jump like a frog<br><br>- line up properly | - self esteem<br>- assertiveness<br>- effectiveness<br>- empathy<br>- endurance | resource person | guidance<br><br>common | simple jumps | Practical physical education page 15 | |
| 6 | 1 | | | **Arm tug of war**<br>- two people holding arms together (unkle) and pull. | - hold their arms together<br>- coordinate during the skill properly | - self esteem<br>- self awareness<br>- co-ordination<br>- appreciation<br>- tolerance | resource person | guidance command style | arm tugging | Practical book for physical education book 4&5 page 18 | |
| 7 | 1 | | | **Rope jump relay**<br>- skipping a straight rope across the field while running in groups | - skip the rope effectively | - effectiveness<br>- self esteem<br>- assertiveness<br>- appreciation<br>- tolerance | ropes | guidance demonstration | simple jumps | Curriculum guide book 3 page 44 | |
| 8 | 1 | | PEACE IN OUR SUB COUNTY | **Mushroom spin** (with legs) (two people)<br>- press the feet together like this ( )<br>- then hold your hands together and do balance your feet while pulling each other | - stretch their legs and feet<br><br>- stretch their arms<br><br>- balance their body properly | - effectiveness<br>- self awareness<br>- empathy<br>- perseverance | resource person | command<br><br>demonstration guidance | stretching legs<br><br>holding hands together | Practical physical education book 4&3 page 42 | |
| 9 | 1 | | | **PIKI-PIKI "MOTOKA"**<br>- learners in a circle move while role playing motorcycle riding.<br>- the teacher in the middle will take control of them while riding | - run around in a circle<br><br>- move effectively in a circle | - effectiveness<br>- empathy<br>- self esteem<br>- co-ordination | resource person | guidance<br><br>command style | running | Model volume 4 page 184 | |
| 10 | 1 | | | **LEG TUG OF WAR**<br>- learners in groups of two will pull each other using the legs. | - stretch their legs effectively | - co-operation<br>- attitude<br>- friendship formation | resource person | command style | stretching legs | curriculum guide Bk 3 page 18 | |

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| | | | | - the first group to reach the destination | | - empathy<br>- flexibility | | guidanc e | | | |

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