**2024 GRADE 7 PHYSICAL EDUCATION AND SPORTS SCHEME OF WORK TERM 1**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Lesso**  **n** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | | **Assessment Methods** | | **Reflection** |
| **1** | **1** | Games; Netball | Chest pass in Netball | By the end of the lesson, the learner should be able to:   1. Use digital device to watch a video clip and observe the chest pass in netball. 2. Demonstrate chest pass in netball by positioning the body arms and legs 3. Have fun practicing how to chest pass in netball. | In groups, learners are guided to use digital device to watch a video clip and observe the chest pass in netball.  In groups, learners to demonstrate chest pass in netball by positioning the body arms and legs | What is netball? | Balls  Pictures  Digital devices  Computing devices  ***KLB Top Scholar Physical Education and Sport Learner’s Book Grade 7 pg. 1-4*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Dodging and marking in Netball | By the end of the lesson, the learner should be able to:   1. Define dodging and marking. 2. Use digital device to watch a video clip and observe the dodge and marking in netball. 3. Demonstrate dodge and marking in netball. 4. Have fun practicing how to dodge and marking in netball. | Learners to define dodging and marking.  In groups, learners to use digital device to watch a video clip and observe the dodge and marking in netball  In groups, learners are guided to demonstrate dodge and marking in netball | Why do you think the players are close to each other? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 5-9*** | | Oral questions Oral Report Observation | |  |
| **2** | **1** |  | Dodging and marking in Netball | By the end of the lesson, the learner should be able to:   1. Identify the drills in dodging and marking. 2. Play the dodge challenger game. 3. Have fun and enjoy playing dodge and marking in netball. | In groups, learners to identify the drills in dodging and marking  In groups, learners are guided to play the dodge challenger game | Why should two players look at the same direction? | Balls  Pictures  Digital devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 9-11*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Footwork in Netball | By the end of the lesson, the learner should be able to:   1. Explain the role of pivoting during a game of Netball. 2. Use digital device to watch a video clip and observe the compilation of footwork skills in Netball. 3. Demonstrate double foot landing, single foot landing and pivoting. 4. Have fun practicing footwork in Netball. | In groups, learners to explain the role of pivoting during a game of Netball.  In groups, learners are guided to use digital device to watch a video clip and observe the compilation of footwork skills in Netball  In groups, learners are guided to demonstrate double foot landing, single foot landing and pivoting | What is the role of pivoting during a game of Netball? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 9-11*** | | Oral questions Oral Report Observation | |  |
| **3** | **1** |  | Footwork in Netball | By the end of the lesson, the learner should be able to:   1. Explain how to mark a player with a ball during a Netball match. 2. Practise footwork techniques in Netball games such as, the beeline, the sickle. 3. Have fun playing netball games. | In groups, learners to explain how to mark a player with a ball during a Netball match  In groups, learners are guided to practise footwork techniques in Netball games such as, the beeline, the sickle | How do you mark a player with a ball during Netball match? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 14-16*** | | Oral questions Oral Report Observation | |  |
|  | **2** | Handball | Passes and reception in Handball | By the end of the lesson, the learner should be able to:   1. Define passing in Handball. 2. Demonstrate a jump pass, side pass and the stages of execution in jump pass and stage pass. 3. Have a desire to play different games. | Learners are guided to  define passing in Handball  In groups, learners are guided to demonstrate a jump pass, side pass and the stages of execution in jump pass and stage pass | What is handball? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 17-20*** | | Oral questions Oral Report Observation | |  |
| **4** | **1** |  | Passes and reception in Handball | By the end of the lesson, the learner should be able to:   1. Identify the qualities of a good pass. 2. Practise jump pass, flick pass and two-line drill. 3. Have fun and enjoy playing handball. | In groups, learners are guided to identify the qualities of a good pass  In groups, learners are guided to practise jump pass, flick pass and two-line drill | What are the qualities of a good pass? | Balls  Pictures  Digital devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 20-23*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Footwork in Handball | By the end of the lesson, the learner should be able to:   1. Identify the characteristics of a handball game. 2. Demonstrate how to make a knee-deep landing. 3. Perform stepping progression drills. 4. Desire to uphold integrity during sporting competitions | In pairs, learners are guided to identify the characteristics of a handball game.  In groups, learners are guided to demonstrate how to make a knee-deep landing.  In groups, learners are guided to perform stepping progression drills. | How many step is a player allowed to make when in possession of the ball?  How can a player advance further with the ball beyond the limits st by the rule? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 23-25*** | | Oral questions Oral Report Observation | |  |
| **5** | **1** |  | Dodging and marking in Handball | By the end of the lesson, the learner should be able to:   1. Define dodging and marking in handball. 2. Identify the qualities of a good marker. 3. Practice single and double feign dodge. 4. Have fun and enjoy dodging and marking in handball. | Learners are guided to define dodging and marking in handball  In groups, learners are guided to identify the qualities of a good marker  In groups, learners to practice single and double feign dodge. | What is dodging and marking in handball? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 26-28*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Dribbling in Handball | By the end of the lesson, the learner should be able to:   1. Define dribbling in handball. 2. Practice a high and low dribble. 3. Have fun and enjoy dribbling in handball. | Learners are guided to define dribbling in handball  In groups, learners to practise a high and low dribble | What should a player with the ball do to maintain it’s possession? | Balls  Pictures  Digital devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 29-31*** | | Oral questions Oral Report Observation | |  |
| **6** | **1** |  | Shooting in Handball | By the end of the lesson, the learner should be able to:   1. Use digital devices to watch a clip and observe the lob shots from the compilation. 2. Demonstrate the shooting in handball. 3. Observe safety measures when performing shooting in handball. | In parts, learners are guided to use digital devices to watch a clip and observe the lob shots from the compilation.  In pairs, learners are guided to demonstrate the shooting in handball | Why is landing and stepping important in a handball game? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 32-35*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Shooting in Handball | By the end of the lesson, the learner should be able to:   1. Discuss the grip of the ball when making a shot at goal. 2. Practice step shot, dribble and shot and corner drill. 3. Display the character of a sport person. | In groups, learners are guided to discuss the grip of the ball when making a shot at goal.  In groups, learners are guided to practice step shot, dribble and shot and corner drill | What skill aspects would you consider when rating a player on marking and dodging ability? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 35-36*** | | Oral questions Oral Report Observation | |  |
| **7** | **1** | Athletics | Long jump | By the end of the lesson, the learner should be able to:   1. Use digital devices to watch video clips and observe the hang and hitch kick techniques in long jump. 2. Discuss and compare the sequence of the sail, hand and hitch kick. 3. Appreciate the importance of observing safety rules. | In groups, learners to use digital devices to watch video clips and observe the hang and hitch kick techniques in long jump.  In groups, learners are guided to discuss and compare the sequence of the sail, hand and hitch kick | What is long jump? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 37-40*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Long jump | By the end of the lesson, the learner should be able to:   1. Identify the rules of long jump for sportsmanship and fair play. 2. Practise the approach, take-off, flight and landing to perfect the techniques in long jump. 3. Have fun practising long jump. | Learners are guided to identify the rules of long jump for sportsmanship and fair play  In groups, learners are guided to practise the approach, take-off, flight and landing to perfect the techniques in long jump, | Why is raking done on the landing pit? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 40-42*** | | Oral questions Oral Report Observation | |  |
| **8** | **1** |  | Javelin | By the end of the lesson, the learner should be able to:   1. State the importance of safety in javelin. 2. Discuss the types of grips. 3. Demonstrate carriage, and approach run. 4. Appreciate the importance of observing safety in javelin. | Learners are guided to state the importance of safety in javelin  In groups, learners are guided to discuss the types of grip, such as, the American grip  In groups, learners are guided to demonstrate carriage, and approach run. | What is javelin? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 43-46*** | | Oral questions Oral Report Observation | |  |
|  | **2** |  | Javelin | By the end of the lesson, the learner should be able to:   1. Discuss the importance of safety while throwing the javelin. 2. Practise the phases in javelin, such as, cross over drill, release and follow through drill. 3. Have fun and enjoy throwing javelin. | In groups, learners are guided to discuss the importance of safety while throwing the javelin.  In groups, learners to practise the phases in javelin, such as, cross over drill, release and follow through drill | What is the appropriate weight of a javelin for a 13- year-old? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 46-48*** | | Oral questions Oral Report Observation | |  |
| **9** | **HALFTERM BREAK** | | | | | | | | | | |
| **10** | **1** |  | Sprint start in athletics | By the end of the lesson, the learner should be able to:   1. Use digital devices to watch video clips and observe the correct placement of the blocks and feet placement on the blocks. 2. Discuss the different positions on starting blocks for sprints starts. 3. Appreciate the different positions on starting blocks for sprints starts. | Learners are guided to use digital devices to watch video clips and observe the correct placement of the blocks and feet placement on the blocks  In groups, learners are guided to discuss the different positions on starting blocks for sprints starts. | What equipment is used in sprint start in athletics? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 49-51*** | Oral questions Oral Report Observation | |  | |
|  | **2** |  | Sprint start in athletics | By the end of the lesson, the learner should be able to:   1. Identify types of sprint starts. 2. Practise the bunch, medium and elongated start in sprints. 3. Have fun and enjoy sprint mini game. | Learners are guided to identify types of sprint starts, such as, medium start, elongated start.  In groups, learners to practise the bunch, medium and elongated start in sprints | How many types of sprints are there? | Balls  Pictures  Digital devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 51-52*** | Oral questions Oral Report Observation | |  | |
| **11** | **1** |  | Running in sprint races | By the end of the lesson, the learner should be able to:   1. Name the commands given during a sprint start. 2. Use digital devices to watch video clips on phases in a sprint race. 3. Analyse the running phases of reaction time, acceleration and maintaining speed in sprint races. 4. Appreciate the commands given during a sprint start. | In groups, learners are guided to name the commands given during a sprint start  In groups, learners are guided to use digital devices to watch video clips on phases in a sprint race.  In groups, learners are guided to analyse the running phases of reaction time, acceleration and maintaining speed in sprint races | Which commands are given during a sprint start? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 53-54*** | Oral questions Oral Report Observation | |  | |
|  | **2** |  | Running in sprint races | By the end of the lesson, the learner should be able to:   1. Describe the actions taken by the athlete after each command. 2. Practise body alignment for quick reaction time, acceleration and maintaining   speed in sprint races.   1. Have fun and enjoy running in sprint races. | In groups, learners are guided to describe the actions taken by the athlete after each command.  In groups, in pairs or individually, learners to practise body alignment for quick reaction time, acceleration and maintaining  speed in sprint races | Which actions are taken by athletes after each command? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 54-56*** | Oral questions Oral Report Observation | |  | |
| **12** | **1** |  | Finishing techniques in sprint races | By the end of the lesson, the learner should be able to:   1. Discuss the different finishing techniques. 2. Identify characteristics of the sprint finish methods. 3. Practice individual drill and paired drills. 4. Apply starting, running and finishing techniques in mini races for fun and enjoyment. | In groups, learners to discuss the different finishing techniques.  In groups, learners to identify characteristics of the sprint finish methods.  In groups, learners to practice individual drill and paired drills. | What are the characteristics of the sprint finish methods? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 57-60*** | Oral questions Oral Report Observation | |  | |
|  | **2** |  | Baton change relay | By the end of the lesson, the learner should be able to:   1. Define relay running. 2. Outline the safety rules to observe when participating in baton change relay. 3. Demonstrate the baton change technique to depict unity. 4. Practise the upsweep baton change. 5. Have fun and enjoy relay running. | Learners are guided to define relay running.  In groups, learners to outline the safety rules to observe when participating in baton change relay.  In groups, learners to demonstrate the baton change technique to depict unity.  In groups, learners are guided to practise the upsweep baton change. | What is the name of the item being carried by the athletes during baton change relay? | Balls  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Physical Education and Sport Learner’s Book Grade 7 pg. 58-61*** | Oral questions Oral Report Observation | |  | |
| **13** | **ASSESSEMENT** | | | | | | | | | | |