**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: PHYSICAL EDUCATION AND SPORTS**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning experience | Key Inquiry Question(S) | Learning  Resources | | Assessment Methods | Reflection |
| 1 | **Opening and receiving learners** | | | | | | | | | |
| 2 | **1-5** | **GAMES** | **Equipment and facilities in Basketball** | By the end of the sub strand the learner should be able to:  a)describe the playing zones in a Basketball court,  b)identify the playing equipment in a Basketball game,  c)appreciate the safe use of a Basketball court and equipment during play | The learner is guided to:   * Research on court orientation and equipment used in a Basketball game * Play a mini Basketball game while observing safe use of the court and equipment | 1. How can a Basketball ball be improvised? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.1-2 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 3 | **1-5** | **GAMES** | **Passes and reception in Basketball** | By the end of the Lesson, the learner should be able to:  a)distinguish between the bounce and baseball passes in Basketball,  b)execute the bounce and baseball passes in Basketball,  c)appreciate the bounce and baseball passes for fun and enjoyment | The learner is guided to:   * Practice the bounce and baseball passes as used in Basketball * Demonstrate the bounce and baseball passes in Basketball * Perform the bounce and baseball passes in conditioned games * Record a mini basketball game and critique the application of the bounce and baseball passes and give constructive feedback | When does a player apply the bounce and baseball passes in a Basketball game?  What is the advantage of a bounce pass over a baseball pass in Basketball? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.3-4 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 4 | **1-5** | **GAMES** | **Dodging and marking in Basketball** | By the end of the Lesson, the learner should be able to:  a)establish the basic stance and movement in dodging and marking,  b)perform dodging and marking in Basketball,  c) Value the safe application of dodging and marking while playing Basketball for enjoyment. | The learner is guided to:   * Discuss the basic stance and movement for dodging and marking * Demonstrate the basic stance and movement in dodging and marking * Practice the basic stance and movement for dodging and marking with and without objects. * Play a mini game and apply dodging and marking skills * Rate each other’s performance during skill execution and give constructive feedback | What is the role of the basic stance and movement in dodging and marking in Basketball?  Why is the skill of dodging and marking important in Basketball? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.5-6 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 5 | **1-5** | **GAMES** | **Dribbling in Basketball** | By the end of the Lesson, the learner should be able to:  a)distinguish between the high and low dribble in Basketball,  b)perform low and high dribble in Basketball,  c)recognise the use of low and high dribble in Basketball | The learner is guided to:   * Watch a video clip and observe the execution of low and high dribble in Basketball. * Use drills to practise the low and high dribble in Basketball. * Play a mini basketball game and apply the low and high dribble skills | Why are the dribbling patterns in Basketball important?  When the skills of are high and low dribble applied in Basketball? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.7-8 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 6 | **1-5** | **GAMES** | **Footwork in Basketball** | By the end of the Lesson, the learner should be able to:  a)analyse the landing and pivoting options in Basketball,  b)perform the landing and pivoting skills in Basketball,  c) Appreciate each other’s effort while practising footwork skills in Basketball game. | The learner is guided to:   * Discuss the landing and pivoting options in Basketball * Use drills to practise the landing and pivoting options. * Play a mini Basketball game while practising landing and pivoting options. * Observe or record and analyse peer’s performance while giving constructive feedback | What is the role of landing and pivoting skills in Basketball?  How are landing and pivoting skills combined in Basketball? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.9-11 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 7 | **1-5** | **GAMES** | **Shooting in Basketball** | By the end of the Lesson, the learner should be able to:  a)distinguish amongst the set, jump and lay-up shots in Basketball,  b)execute the set, jump and lay-up shots in Basketball,  c)appraise each other’s performance during shooting in basketball for self-efficacy | The learner is guided to:   * Discuss the set, jump and lay-up shots in Basketball * Demonstrate the set, jump and lay-up shots in Basketball. * Use drills to practise the shooting skills in Basketball * Observe or record peer performance and analyse execution of the shooting skills for constructive feedback * Collaboratively play a mini game as they observe safety | In which situation would you apply each of the shots in Basketball?  Why is it necessary to adopt an effective shooting position? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.12 | | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests |  |
| 7 | Halfterm break | | | | | | | | | |
| 8 | **1-2** | **GAMES** | **Volley and punt Kicks in soccer** | By the end of the Lesson, the learner should be able to:  a)differentiate between the volley and punt kicks in Soccer,  b)perform the volley and punt kicks in Soccer,  c) Appreciate the execution of the volley and punt kicks while observing rules in a Soccer game. | * The learner is guided to: * Watch a video clip and observe the execution of volley and punt kicks * Demonstrate the volley and punt kicks and share constructive feedback * Use drills to practise volley and punt kicks in a mini soccer game * Apply the volley and punt kicks in a mini Soccer game | How is the volley kick different from  How can a player creatively apply the punt and volley kicks in Soccer? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.13-15 | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests | |  |
| 8 | **3-5** | **GAMES** | **Dribbling in Soccer** | By the end of the Lesson, the learner should be able to:  a)distinguish between the single and double dribble in Soccer,  b)perform the single and double dribble techniques in Soccer,  c)appreciate each other while practising the single and double dribble techniques in Soccer | The learner is guided to:   * Demonstrate the single and double dribble skills in Soccer; * Use drills to practise single and double dribble * Practise combining the double and single dribble in a mini Soccer game | When are the double and single dribbles useful in Soccer?  Which movement patterns can be created when dribbling in soccer? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.16-17 | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests | |  |
| 9 | **1-2** | **GAMES** | **Dodging and Marking in Soccer** | By the end of the Lesson, the learner should be able to:  a)establish the basic stance and movement for dodging and marking in Soccer,  b)perform the basic stance and movement in dodging and marking in Soccer  c) Appraise each other's efforts while practising the dodging and marking skills. | The learner is guided to:   * Watch video clips and observe execution of the basic stance and movement for dodging and marking * Demonstrate the basic stance and movement for dodging and marking * Use drills to practise dodging and marking to enhance skills learnt * Play a mini Soccer game while observing safety of self and others | 1. What is the role of basic stance and movement for dodging and marking in Soccer? 2. Why is dodging and marking important in a Soccer game? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.18 | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests | |  |
| 9 | **3-5** | **GAMES** | **Tackling in soccer** | By the end of the Lesson, the learner should be able to:  a)compare the block and slide tackling techniques in Soccer,  b)perform the block and slide tackling techniques in Soccer,  c)value each other's efforts while practising the tackling techniques in Soccer | The learner is guided to:   * Watch a video clip on the block and slide tackles in Soccer; * Demonstrate the block and slide tackling techniques in Soccer; * Use drills to practise block and slide tackling techniques; * Play a mini Soccer game while applying the block and slide tackles for fun and enjoyment | Why is tackling in Soccer important in initiating an offensive movement?  When is a tackle regarded rough or illegal in Soccer? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.19 | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests | |  |
| 10 | **1-2** | **GAMES** | **Goalkeeping in soccer** | By the end of the Lesson, the learner should be able to:  a)describe the basic stance positions and movements of a goalkeeper in Soccer,  b)perform the basic stance and movements of a goalkeeper in Soccer,  c)value each other's efforts while practising the basic stance and movements in goalkeeping in soccer | The learner individually, in pairs or in groups is guided to:   * Research on the basic stance positions and movements in goalkeeping; * Demonstrate the basic stance positions and movements of a goalkeeper in soccer * Use drills to practise basic stance and movements in Soccer * Play and apply the basic stance positions and movement in a mini soccer game while observing safety | Why are the basic stance and movement skills important to a goalkeeper in a Soccer game? | a)Open places or marked fields  b)ICT devices  c)Basketball balls  d)Soccer balls  e)Whistle  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.20-23 | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests | |  |
| 10 | **3-5** | **ATHLETICS** | **Triple Jump in Field Events** | By the end of the Lesson, the learner should be able to:  a)explain the approach, take off, flight and landing in Triple jump,  b)perform the approach, take off, flight (hop, step and jump) and landing phases in Triple jump,  c)appreciate own and others’ participation in the preparation of the sand pit while observing safety | The learner is guided to:   * Demonstrate the approach, flight (hop, step and jump) and landing phases in triple jump * Observe demonstrations of each phase of triple jump and share constructive feedback * Use drills to practise the hop, step and jump in Triple jump * Play games applying the progressive phases of Triple jump | How are the different phases of Triple jump applied?  Why is safety important during the preparation of the sand pit? | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.24 | a)Open places or marked fields  b)  ICT devices, whistle  c)Triple jump runway and landing area, tape measure  d)Shot put  e)Hurdles | |  |
| 11 | **1-2** | **ATHLETICS** | **Glide style in Shot put** | By the end of the Lesson, the learner should be able to:  a)analyse the glide style in shot put,  b)perform the glide style in putting the shot for skill development,  c)appreciate own and others’ effort of putting the shot for enhanced self-esteem | The learner is guided to:   * Watch video clips and observe the phases(stance, grip, dirty chin, release, follow through) of glide style in shot put * Demonstrate the phases(stance, grip, dirty chin, release, follow through) of glide style in shot put * Use drills to practise the phases in glide style while putting the shot | How is the glide style applied in the execution of the shot?  Why is each phase of shot put throw important? | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.25 | a)Open places or marked fields  b)  ICT devices, whistle  c)Triple jump runway and landing area, tape measure  d)Shot put  e)Hurdles | |  |
| 11 | **3-5** | **ATHLETICS** | **Middle distance races in Track Events** | By the end of the Lesson the learner should be able to:  a)describe the middle distance races in track events,  b)perform the takeoff position, pacing, stride length and recovery in middle distance races,  c)respect own and others’ space and pace while running the middle distance races for enjoyment | The learner is guided to:   * Watch video clips on the start position in middle distance races * Demonstrate start and running skills in middle distance races * Use drills to practise start and running skills in middle distance races | Which are the appropriate skills to be applied in middle distance races?  Why is it important to adopt an appropriate start position? | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.26-30 | a)Open places or marked fields  b)  ICT devices, whistle  c)Triple jump runway and landing area, tape measure  d)Shot put  e)Hurdles | |  |
| 12 | **1-2** | **Physical Fitness and Health** | **Rhythm in Hurdling races** | By the end of the Lesson the learner should be able to:  a)explain how rhythm is established in hurdling races,  b)apply rhythm for effective hurdle clearance,  c)appreciate own and others’ effort in clearing the hurdles for enjoyment while observing safety | The learner is guided to:   * Watch video clip and analyse the rhythm in hurdling races * Role play rhythm into first hurdle, into and off each hurdle and between the hurdles * Use drill to practise rhythm in hurdling races * Play games to collaboratively and safely apply rhythm in hurdling races | How is rhythm established in hurdling races?  How is rhythm applied for effective hurdle clearance? | a)Oral questions  b)Practicals  c)Observation checklist  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.31 | a)Open places or marked fields  b)  ICT devices, whistle  c)Triple jump runway and landing area, tape measure  d)Shot put  e)Hurdles | |  |
| 12 | **3-5** | **Physical Fitness and Health** | **Pre-assessment for fitness** | By the end of the Lesson, the learner should be able to:  a)recognize the basic tools that evaluate cardiorespiratory endurance, speed and reaction time,  b)conduct pre-exercise assessment on cardiorespiratory endurance, speed and reaction time using the fitness evaluation tools,  c)creatively journal the pre-test assessment of cardiorespiratory endurance, speed and reaction time for record keeping,  d)show sensitivity to others regardless of gender and ability while participating in fitness assessment | The learner is guided to:   * Research and identify basic tools for use in evaluation of cardio-respiratory endurance, speed and reaction time * Participate in warm up exercises for the pre-evaluation of cardiorespiratory endurance, speed and reaction time * Use the identified tools to assess cardio respiratory endurance, speed and reaction time * Use the fitness norms sheet to deduce the fitness levels of cardiorespiratory endurance, speed and reaction time | Which other tools are available in evaluating cardiorespiratory endurance, speed and reaction time?  Why are warm-up exercises necessary before assessment for fitness? | a)Oral questions  b)Practicals  c)Portfolio  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.32-35 | a)Open places  b)Fitness test form  c)Music system  d)Whistle  e)Fitness evaluation tools | |  |
| 13 | **1-2** | **Physical Fitness and Health** | **Fitness activities for fitness components** | By the end of the Lesson, the learner should be able to:  a)analyse exercises that promote cardiorespiratory endurance, speed and reaction time,  b)evaluate the relationship between nutritional demands and exercises for health promotion,  c)safely execute exercises that promote cardiorespiratory endurance, speed and reaction time,  d)appreciate the role of exercise in cardiorespiratory endurance, speed and reaction time in the prevention of lifestyle disease,  e)show sensitivity to others while participating in fitness activities for performance and wellness | * The learner is guided to: * Research on exercises that promote cardiorespiratory endurance, speed and reaction time while considering nutritional demands for exercise. * Use digital devices to describe the connection between nutrition and exercise. * Use music to perform fitness exercise * Participate in cardiorespiratory endurance, speed and reaction time exercises with peers of different abilities, gender and culture * Use digital devices to record own performance for self-evaluation. * Collaboratively assist each other with evaluation tools when necessary | What is the relationship between fitness and exercises for health promotion?  How are exercises that promote cardiorespiratory endurance, speed and reaction time executed safely? | a)Oral questions  b)Practicals  c)Portfolio  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.36-39 | a)Open places  b)Fitness test form  c)Music system  d)Whistle  e)Fitness evaluation tools | |  |
| 13 | **3-5-** | **Physical Fitness and Health** | **Post-assessment for fitness components** | By the end of the Lesson, the learner should be able to:  a)refer to tools used in pretest for cardiorespiratory endurance, speed and reaction time for post assessment,  b)conduct post exercise assessment on cardiorespiratory endurance, speed and reaction time using the fitness evaluation tools,  c)complete the journal on post-test records for cardiorespiratory endurance, speed and reaction time in fitness assessment,  d)show sensitivity for others regardless of gender and ability when interpreting the results of fitness assessment | The learner is guided to:   * Prepare the post assessment evaluation tools of cardiorespiratory endurance, speed and reaction time * Participate in warm up exercises for the post assessment of cardiorespiratory endurance, speed and reaction time * Use the prepared tools to post-assess and compare cardiorespiratory endurance, speed and reaction time scores with pretest records * Use the fitness norms sheet to deduce the fitness levels of cardiorespiratory endurance, speed and reaction time | Which other tools can be used in post-assessment of cardiorespiratory endurance, speed and reaction time?  What is the significance of post-assessment scores for cardiorespiratory, endurance, speed and reaction time? | a)Oral questions  b)Practicals  c)Portfolio  d)Written tests  JKF, Physical Education And Sports, Grade 8 Learners Book, Pg.40 | a)Open places  b)Fitness test form  c)Music system  d)Whistle  e)Fitness evaluation tools | |  |
| 14 | **Examination and closing of school** | | | | | | | | | |