GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

PHYSICAL EDUCATION
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 6)

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Physical Education Curriculum for Primary Schools

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Foreword

The new curriculum for Ghana’s primary schools, dubbed — curriculum for change and sustainable development — is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of information communication technologies (ICTs) for teaching and learning - ICTs as teaching and learning material (TLM).

The curriculum for change and sustainable development has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with high a sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum for change and sustainable development has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for change and sustainable development for the primary schools of Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education
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RATIONALE FOR PHYSICAL EDUCATION
The teaching and learning of Physical Education is based on principles from Science, Psychology, Sociology and Movement education. Physical Education programme is an integral part of the total education of every child for holistic development and well-being, from kindergarten to senior high school. Quality Physical Education programmes are needed to increase the physical competence, health-related fitness, self-responsibility, stress management, recreation and enjoyment of physical activities for all learners including those with learning or physical disabilities are environmentally or culturally deprived and the gifted so that they can be physically active for life. They are also needed for an increase in productivity, reduction of national revenue on health, absenteeism, corruption, etc. However, Physical Education programmes can only be beneficial to learners and society if they are well planned, implemented and managed.

PHILOSOPHY
The teaching and learning of Physical Education is based on constructivist and fitness models.

Teaching Philosophy
Physical Education guides learners discover and develop knowledge, skills, attitude, values, fitness, health and social responsibility through interaction with the environment. Through the study of and the experience that learners are exposed to in Physical Education and Health, they will become honest, creative, critical thinkers and responsible citizens.

Learning Philosophy
Physical Education Curriculum focuses on building the character of the learners, guiding them using social constructivist approach so that they are able to create knowledge themselves, use such knowledge for the betterment of self and the society in which the live. The Physical Education graduate must demonstrate values such as respect, appreciation of diversity of Ghana’s societies, equity and fairness, commitment to excellence, teamwork and collaboration and truth and integrity.

General Aim
The curriculum is aimed to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

Subject Aims
The national standard-based Physical Education curriculum aims to ensure that all learners:

1. lead healthy and active life-styles;
2. develop competence to excel in a broad range of physical activities, athletics, games, and sports (career opportunities);
3. engage in competitive athletics, games, sports and physical activities;
4. become confident and responsible persons in all walks of life;
5. develop mental, moral, social and spiritual capabilities;
6. appreciate healthy competition in athletics, games and sports;
7. acquire knowledge of the value of physical activity; and
8. develop an appreciation for diversity.
**CORE COMPETENCIES**
The core competences describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

**CRITICAL THINKING AND PROBLEM SOLVING (CP)**
This skill develops learners’ cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

**CREATIVITY AND INNOVATION (CI)**
Creativity and Innovation promotes entrepreneurial in learners skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

**COMMUNICATION AND COLLABORATION (CC)**
This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

**CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)**
This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competences and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

**PERSONAL DEVELOPMENT AND LEADERSHIP (PL)**
This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

**DIGITAL LITERACY (DL)**
Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

**LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

**KNOWLEDGE, UNDERSTANDING AND APPLICATION**

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulas, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

**Knowing:**

The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.

**Understanding:**

The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

**Applying:**

This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply
knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.

**Analysis:**

The ability to break down material/information into its component parts; to differentiate, compare, distinguish, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts etc.

**Synthesising:**

The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.

**Evaluating:**

The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

**Creating:**

The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

**SKILLS AND PROCESSES**

Skills are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. Processes are various ways we think about or and interact with objects or materials in order to understand new scientific ideas and concepts. By using these skills students are able to come out with information, test their and construct their own scientific explanation of the world.

**Catching:**

Refers to stopping or controlling a moving object using the hands.

**Galloping:**

A step together in a forward direction with the same foot always leading.

**Hopping:**

Propelling the body up and down on the same foot.

**Interpreting:**

Ability to explain and communicate the process and outcome of their performance.

**Jumping:**

Taking off with both feet and landing on both feet.

**Kicking:**

Striking an object with the foot to a target.

**Measuring/recording:**

Assessing individuals performance and keeping records to track the progress of learning.
**Running:** Rapid movement which involves both feet off the ground at a time before contacting the ground in alternation from one place to another.

**Skipping:** A series of step-hop on one foot and then the other.

**Throwing:** Propelling an object into space through the movement of the arm and the total coordination of the body.

**Travelling:** Movement of the body from one point to another.

**Volleying:** Strike a ball upward with the foot or hand whiles in air.

**Predicting:** Estimate the outcome of their actions or performance.

**ATTITUDES AND VALUES**

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The physical education curriculum thus focuses on the development of attitudes and values.

**Attitudes**

i. **Curiosity:**
   The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. **Perseverance:**
   The ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas:**
   Willingness to change opinion in the face of more plausible evidence

iv. **Respect for Evidence:**
   Willingness to collect and use data in one’s investigation, and also have respect for data collected by others.

v. **Reflection:**
   The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes and process skills as a prelude to effective academic work.

**VALUES**

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.
**Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

**Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

**Equity:** The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana’s learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

**Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

**Teamwork/Collaboration:** Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

**Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competences in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction.

**ASSESSMENT**

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner’s response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.
Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment for learning: This also known as formative assessment. It is an approach used to monitor learner’s progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner’s cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION
A total of two periods a week, each period consisting of thirty minutes, is allocated to the teaching of Physical Education at the Primary level. It is recommended that the two teaching periods should be practical.

PEDAGOGICAL APPROACHES
These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- the positioning of inclusion and equity at the centre of quality teaching and learning.
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool.
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners
• the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
• use questioning techniques that promote deeper learning

LEARNING-CENTRED PEDAGOGY
The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, writing, arithmetic and creativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:
• Learners feel safe and accepted.
• Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
• The teacher assumes the position of a facilitator or coach who: Helps learners to identify a problem suitable for investigation via project work.
• Problems are connected to the context of the learners’ world so that it presents authentic opportunities for learning.
• Subject matter around the problem, not the discipline.
• Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
• Learners collaborate whilst learning.
• Demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

INCLUSION
Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners’ right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners’ diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:
• learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities;
• learning that is meaningful because it aligns with learners’ ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
• The active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING
This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:
• giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
• describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
• giving learners an exemplar or model of an assignment, they will be asked to complete.
• giving learners a vocabulary lesson before they read a difficult text.
• clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
• explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY
ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

• improved teaching and learning processes.
• improved consistency and quality of teaching and learning.
• increased opportunities for more learner-centred pedagogical approaches.
• improved inclusive education practices by addressing inequalities in gender, language, ability.
• improved collaboration, creativity, higher order thinking skills.
• enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners’ level of competence in the 4Rs.
**Curriculum Reference numbers**

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

![Diagram of Curriculum Reference numbers]

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Content Standards</th>
<th>Learning Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 1:</strong> Motor Skills and Movement Pattern</td>
<td><strong>B1.1.1.1:</strong> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>B1.1.1.3:</strong> Roll a ball from stationary position using hands.</td>
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<tr>
<td><strong>Strand 2:</strong> Manipulative Skills</td>
<td><strong>B2.1.1.1:</strong> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td></td>
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<tr>
<td></td>
<td><strong>B2.1.2.1.2:</strong> Forward and backward skip without a rope.</td>
<td></td>
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<tr>
<td><strong>Strand 3:</strong></td>
<td><strong>B3.1.1.1:</strong> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td></td>
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<tr>
<td></td>
<td><strong>B3.1.13.1.17:</strong> Roll forward from standing position many times to a distance in a round form.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in figure 1:

![Diagram of Curriculum Reference Numbers]

*Figure 1: Curriculum Reference Numbers*

ORGANISATION OF THE CURRICULUM

The curriculum is organised under key headings and class as below:

- **Strands** are the broad areas/sections of the history curriculum to be studied.

- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

- **Content Standards** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

- **Indicators** is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

- **Exemplar** refers to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could taken, to support the facilitators/teachers in the delivery of the curriculum.
The table below shows the scope and sequence of the strands addressed at the B1 – B6 phase. The remaining part of the document presents the details of the standards and indicators for each grade level.

**CURRICULUM REFERENCE NUMBERS**
*Example: B1.2.3.4.1*

<table>
<thead>
<tr>
<th>ANNOTATION</th>
<th>MEANING / REPRESENTATION</th>
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<td>YEAR OR CLASS</td>
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<tr>
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<td>SUB-STRAND NUMBER</td>
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<td>3</td>
<td>CONTENT STANDARD NUMBER</td>
</tr>
<tr>
<td>4</td>
<td>LEARNING/ PERFORMANCE INDICATOR NUMBER</td>
</tr>
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</table>
## SCOPE AND SEQUENCE
Scope and Sequence Showing Strands and the Sub Strands for Physical Education

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>SUB STRANDS</th>
<th>B1</th>
<th>B2</th>
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<th>B5</th>
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<tr>
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<td>Group Dynamics</td>
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</tbody>
</table>
BASIC I
### BASIC I

**Strand 1: MOTOR SKILLS AND MOVEMENT PATTERNS**

**Sub-Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS**

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1.1.1.1</strong></td>
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</tbody>
</table>
| **Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)** | **B1.1.1.1.1: Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, crawl etc.).**  
  
  i. Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity.  
  
  ii. Demonstrate how to move under objects and allow learners to practice at their own pace.  
  
  iii. Learners in pairs, practice moving in front and behind while teacher or partners give the instruction.  
  
  iv. Learners walk, jog or run through the objects as individuals and as a group.  
  
  v. Travel over, rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects.  
  
  vi. Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace toward mastery.  
  
  Take them through cool down/warm down activities to end the lesson. | **Personal Development, Leadership Skills:** Learners develop these competencies and skills such as agility, flexibility, patience, teamwork etc. as they move over, under, in front of, behind, and through objects individually or in groups. |
<p>|                  | <strong>B1.1.1.1.2: Jump individually taking off on one foot and on both feet.</strong> |                                               |
|                  | <strong>Exemplar:</strong> Learners go through general and specific warm ups. Demonstrate to learners how to jump taking off on one foot and on both feet (show video or pictures of the activities). Guide learners to practice the activity as individuals and in a group at their own pace based on individual differences for mastery. | <strong>Personal Development, Leadership, Critical Thinking and Collaboration Skills:</strong> Learners develop these competencies as they move their body, balance, power to take-off and land and leadership skills like supporting and guiding one another as they go through the activities. |</p>
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</td>
<td>Organise mini long jump and high jump activities by arranging obstacles for learners to jump over for height or distance taking off on one foot or on two feet. Take them through cool down/warm down activities to end your lesson. <strong>B1.1.1.1.3: Walking with the arms or hands stretched by sides.</strong> Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up. Demonstrate to learners how to walk with arms stretched sideways from one point to the other. Guide learners to walk with their hands stretched sideways as individuals and in a group but let them progress at their own pace. Observe them practice and give them feedback for motivation and correct mastery of skill. Mark lines on the ground and let learners walk on them make the activity challenging and to prevent boredom. Guide learners to cool down to end the lesson.</td>
<td><strong>Personal Development Leadership Skills:</strong> Learners develop these competencies and skills such as strength, balance, courage, patience, etc. as they learn how to walk with their arms stretched sideways independently</td>
</tr>
<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</tbody>
</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | **B1.1.2.1.1:** Roll a ball from stationary position using hands.  
After taking learners through the general and specific warm ups, demonstrate to learners how to roll a ball from stationary position using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running. Guide learners to practice individually and in groups.  
Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners.  
Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.  
**B1.1.2.1.2:** Strike a light ball upward continuously, using arms, hands, and feet.  
After general and specific warm ups, demonstrate to learners how to strike a ball continuously with their hands and feet:  
1. Hang light balls on a crossbar  
2. Stand in front and strike the ball upwards continuously as it moves back within your reach with your hands and later with your feet.  
3. Guide learners to practice as individuals and in groups at their own pace.  
4. Let the quick learners toss balls after mastering the skill with the hang balls and strike them with their hands and later with their feet continuously.  
5. Organise mini football or volleyball matches for learners to apply the skills for fun and enjoyment.  
End the lesson with cool down activities. | Personal Development and Leadership Skills: Learners develop these competencies and skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation as they practice how to roll a ball with hands from stationary whiles walking, jogging and running. |
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics, and dance) | **B1.1.2.1.3: Strike a light ball upward continuously, using a large, short-handled paddle.**

After general and specific warm ups, demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle:

1. Stand with shoulders straight holding a ball and short-handled paddle. Toss a ball up and strike it upwards continuously as it drops within your reach with a short-handled paddle or bat.
2. Guide learners to practice as individuals and in groups at their own pace.
3. Organise games for learners in pairs to serve and play a rally for fun and enjoyment. End the lesson with cool down.

**B1.1.2.1.4: Demonstrate the underhand throw pattern.**

After learners have warmed up, demonstrate the underarm throw pattern by standing with shoulders straight and holding a ball. Swing the hand with the ball backward as you simultaneously step forward with the foot. Swing the hand forward and throw the ball with the palm facing forward. Guide learners to practice as individuals and in groups. Observe them practice and give feedback for correction and motivation.

Organise underarm throws for distance or target. Let learners cool down to end the lesson.

**Personal Development, Leadership and Critical Thinking Skills:** Learners develop competencies and skills such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward with their arms, hands, and feet.

**Personal Development Skills:**
Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle.
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) CONT’D | **B1.1.2.1.5: Throw and catch a self-tossed ball.**  
Take learners through warm ups (general and specific). Demonstrate how to throw and catch a self-tossed ball by throwing a ball with two hands up and catch the ball as it drops. Guide learners to practice throw and catch a self-tossed ball as individuals. Let them throw for others to catch.  
Organise a mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment. End lesson with cool/warm down activities. | **Personal Development and leadership and Skills:** Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. netball, handball and basketball. |
| | **B1.1.2.1.6: Catch a flying ball above the head.**  
Lead learners through warm ups activities. Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other. Let learners throw a ball and step forward to catch it.  
Guide learners in pairs to throw and catch flying balls in turns while you observe and give feedback.  
Organise a handball, basketball or netball mini game for learners to apply the skills in a real-life situation with fun and enjoyment. End the lesson with cool down activities. | **Personal Development and Leadership, Skills:** Learners develop personal skills and core competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. through throwing and catching of self-tossed balls as they practice skill. |
Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONT’D</strong></td>
<td><strong>B1.1.2.1.7: Kick a stationary ball.</strong>&lt;br&gt;After warm ups, demonstrate to learners how to kick a ball from stationary. Place a ball at stationary, stand with shoulders straight with the non-kicking leg slightly forward supporting the body's weight. Swing the leg behind forward to kick the ball from stationary. Learners step forward with non-kicking leg to kick a stationary ball to partners based on their capabilities. Organise a mini football game for learners to apply the skills in real life for fun and enjoyment.</td>
<td><strong>Personal Development and Leadership Skill:</strong> Through throwing and catching of flying balls above the head, learners will develop personal skills and competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. Netball, handball and basketball. <strong>Personal Development and Leadership Skills:</strong> Through kicking of a stationary ball, learners will develop personal skills and core competencies such as accuracy, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice the activity as individuals and in a game situation eg. Football game.</td>
</tr>
<tr>
<td></td>
<td><strong>B1.1.2.1.8: Bouncing and dribbling a ball (continuously) with one hand.</strong>&lt;br&gt;Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.</td>
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<tr>
<td>CONTENT STANDARD</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance) CONT’D | **B1.1.2.1.9:** Move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).  
Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the arrangements of the cone for practice to cater for slow and fast pushes.  
Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. | **Personal Development and Leadership Skills:** Learners will develop personal skills and core competencies such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they bouncing and dribbling a ball (continuously) with one hand  
**Personal Development and Leadership, Skills:** Learners will develop personal skills and core competencies such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they practice bouncing and dribbling as individuals and in a game situation eg. Handball and basketball. |
| **CONT’D**                                                                       | **B1.1.2.1.10:** Dribble a ball in a forward direction, using the inside of the foot.  
Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback.  
Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. |                                                                                                                                                                                                                                               |
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | **B1.1.3.1.1: Marching to a beat (rhythm)**  
After warm ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.). Emphasis on left foot forward and right arm forward alternated movement. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.  
Organise marching and take a salute for fun and enjoyment. End the lesson with cool down activities. | Personal Development, Leadership, Critical Thiking Skills: Learners develop skills such as pushing, coordination, agility, precision, etc. through moving (pushing) the ball forward whiles dribbling with hands and feet using varying amount of force as individual and as in a game situation. |
| CONT'D | **B1.1.3.1.2: Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.**  
After warm ups, demonstrate walking to an even beat such as clapping, music (one-two, one-two,etc.) and smooth transition to running when the beat changes to an uneven beat (one,two,three,etc.).  
Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.  
Organise walking to jogging or walking to running games for learners to create fun and enjoyment. End the lesson with cool down activities. | Personal Development, Leadership Skills: Learners develop these skills such as coordination, reaction time, confidence, etc. through the practice of matching to a beat as individual and as in a game situation. |
<p>| | | Personal Development, Leadership Skills: Learners develop these skills such as coordination, reaction time, flexibility, etc. through the practice smooth transition between even beat and uneven beat as individual and as in a game situation. |</p>
<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | **B1.1.3.1.3:** Roll in log form from stationary to a distance and back (from lying position).  
Take learners through general and specific warm ups by jogging whiles flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start.  
Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise log roll game for learners to create fun and enjoyment. End the lesson with cool down activities. | **Personal Development, Leadership Skills:** Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, creativity, leadership skills, confidence etc., through the performance of rolling in log form from stationary to a distance and back as individual and as in a game situation. |
## Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
Sub-Strand: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

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| B1.2.1.2         | B1.2.1.2.1: Identify personal space  
Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project. | Communication and Collaboration Skills: Learners develop personal and communication skills such as speaking, listening, etc., as the teacher demonstrates and explains the concepts to them. |
|                  | B1.2.2.2.1: Distinguish between a jog and a run; a hop and a jump; and a gallop and a slide.  
Demonstrate the pair of movements and ask learners to distinguish them by their names. For example, a jog and a run. Let them do this at the end of a related practical lesson. | Communication, Collaboration and Critical Thinking Skills: Learners develop communication skills such as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice. |
|                  | B1.2.3.2.1: Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide.  
Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance. | Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice. |
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| **Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.** | **B1.2.4.2.1: Identify body parts**  
Guide learners to identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities.  
Project. Label the body parts with the following names (head, hand, leg, neck and chest). | **Communication and Collaboration Skills**: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains them to identify parts of the body used in performing physical activities during practice. |
| **CONT’D** | **B1.2.5.2.1: Identify the base of support of balanced objects.**  
Guide learners to identify the base of support by:  
1. Standing up – the legs being the base of support;  
2. Sitting on the chair – chair as the base of support;  
3. Assume other potures and lead learners to identify the base of support. | **Communication and Collaboration Skills**: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains them to identify parts of the body used in performing physical activities during practice. |
|  | **B1.2.5.2.2: Identify different opportunities to use striking skills.**  
Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities. | **Communication, Collaboration and Critical Skills**: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher guides them to identify different opportunities to use striking skills. |
**Strand3: PHYSICAL FITNESS**  
**Sub-Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION**

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<td><strong>B1.3.1.3.</strong></td>
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| Assess and maintain a level of physical fitness to improve health and performance. | **B1.3.1.3.1:** Dance for five minutes with music.  
Organise a local dance with music and let learners dance for five minutes. Emphasis on coordination, timing, flexibility etc. Choose any music that is common in the locality. Record it and play or sing for learners to dance.  
**B1.3.2.3.1:** Perform four continuous push ups (biceps and triceps).  
After warm ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to the lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement.  
**B1.3.3.4.1:** Perform sit and reach.  
Learners sit with legs opened at shoulder width apart. Guide them to the toes of one leg with their hand and flex the trunk to touch the knee with their forehead. Learners flex and end at their limit.  
Learners perform sit and reach regularly to improve their flexibility.  
**B1.3.4.5.1:** Identify human body parts.  
Use pictures and videos to help learners identify parts of the body. Mention a body part and ask learners to point at it on the wall chart. | **Personal Development and Leadership Skills:** Learners develop personal skills and leadership by dancing 5 minute continuously as warm up activity or fitness test.  
**Personal Development and Leadership Skills:** Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous push ups as specific activities.  
**Personal Development and Problem-solving:** Learners develop personal skills and problem solving by performing sit and reach flexibility test.  
**Personal Skills, Communication and Creativity Skills:** As learners observe the pictures and draw the pictures, they develop personal skills, communication and creativity skills. |

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Strand 4: Physical Fitness Concepts, Principles and Strategies  
Sub-Strands: Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs

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<td>B1.4.1.4</td>
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| **Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.** | B1.4.1.4.1: Participate in enjoyable physical activities for increasing periods of time.  
Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews.  
B1.4.2.4.1: Recognise the need to drink water during and after physical activity.  
Through discussions, learners identify the need to drink water during physical activity to prevent heat stroke, dehydration, and to control body temperature, etc.  
B1.4.3.4.1: Explain the purpose of warming up before physical activity and cooling down after physical activity.  
Learners discuss that warm ups when done well, will minimises injuries and cooling down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm up and cool down phase of practical physical education lessons. | Personal Development and Leadership Skills: Learners develop personal skills such as physical fitness by participation in enjoyable physical activities for increasing periods of time.  
Personal Development and Communication Skills: Through discussion on the need to drink water during practical lessons, learners develop personal and communication skills such as speaking, tolerance, value for health etc.  
Personal Development and Communication Skills: As learners listen to the teacher and answer questions on warm up and cool down, learners develop personal and communication skills such as speaking, listening, etc. |

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<td>B1.5.1.5</td>
<td><strong>Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</strong></td>
<td><strong>Cultural Identity and Global Citizenship:</strong> As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair play when practising in a team.</td>
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<td><strong>B1.5.1.5.1:</strong></td>
<td><strong>Participate willingly in physical activities.</strong> Through observation, find out whether learners participate willingly in physical activities. Learners participate in physical activities of their interest.</td>
<td><strong>Cultural Identity and Global Citizenship:</strong> As learners demonstrate the characteristics of sharing and cooperation in physical activity, they develop personal and social skills such as tolerance, empathy, teamwork, fair play as they perform activities in groups.</td>
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<td><strong>B1.5.2.5.1:</strong></td>
<td><strong>Demonstrate the characteristics of sharing and cooperation in physical activity.</strong> Learners share their equipment with others during physical education lessons, Learners cooperate with others when working in groups. Learners understand that sharing items during physical activities brings about cooperation and success.</td>
<td><strong>Cultural Identity and Global Citizenship:</strong> Learners develop social skills such as tolerance, sympathy, teamwork, fair play during practical physical education lesson as they are encouraged by the teacher to solve their disagreement by saying I am sorry, forgive me etc.</td>
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<td><strong>B1.5.3.5.1:</strong></td>
<td><strong>Demonstrate non-verbal appreciation.</strong> Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping.</td>
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<td><strong>B1.5.4.5.1:</strong></td>
<td><strong>Demonstrate how to solve a problem with another person during physical activity.</strong> Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson.</td>
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