



GRADE 10 PHYSICAL EDUCATION SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.0 Ball Games	1.1 Football	By the end of the lesson, the learner should be able to identify the facility and equipment used in Football.	How does the equipment of Football make it a popular game?	The learner is guided to observe pictures/real facility and identify equipment used in Football.	Curriculum Design (2024) pg 1; Balls, Whistle	Oral Questions	
	2			By the end of the lesson, the learner should be able to improvise equipment for Football.		The learner is guided to engage in marking the playing field and improvising equipment.	Curriculum Design (2024) pg 1; Markers/Cones	Project Work	
	3			By the end of the lesson, the learner should be able to perform lofted pass (Stance/Contact).	Why is passing essential?	The learner is guided to demonstrate stance and contact in lofted pass.	Curriculum Design (2024) pg 1; Footballs	Observation	
	4			By the end of the lesson, the learner should be able to perform lofted pass (Follow through).		The learner is guided to demonstrate follow through in lofted pass.	Curriculum Design (2024) pg 1; Footballs	Practical	
2	1			By the end of the lesson, the learner should be able to	Why is marking essential?	The learner is guided to demonstrate positioning and	Curriculum Design (2024) pg 1; Bibs	Observation	

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				execute marking in Football.		anticipation in marking.			
	2			By the end of the lesson, the learner should be able to execute dodging in Football.		The learner is guided to demonstrate feinting, faking, and turning in dodging.	Curriculum Design (2024) pg 2; Cones	Practical	
	3			By the end of the lesson, the learner should be able to perform goalkeeping (Positioning).		The learner is guided to demonstrate positioning and quick reactions in goalkeeping.	Curriculum Design (2024) pg 2; Goal posts	Practical	
	4			By the end of the lesson, the learner should be able to perform goalkeeping (Catching/Punching).		The learner is guided to demonstrate catching, dives, and punching in goalkeeping.	Curriculum Design (2024) pg 2; Gloves	Practical	
3	1			By the end of the lesson, the learner should be able to play mini Football games.		The learner is guided to apply lofted pass, marking, and dodging in mini games observing rules.	Curriculum Design (2024) pg 2; Field	Game Play	
	2			By the end of the lesson, the learner should be able to appraise own performance in Football.		The learner is guided to reflect on own abilities and share feedback with peers.	Curriculum Design (2024) pg 2; Checklist	Peer review	
	3		1.2 Netball	By the end of the lesson, the learner should be able to	How can equipment for Netball	The learner is guided to observe a live/recorded	Curriculum Design (2024) pg 4; Netball court	Oral Questions	

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				identify facility and equipment for Netball.	be improvised?	match and note equipment.			
	4			By the end of the lesson, the learner should be able to execute flip pass (Stance/Grip).	Why is passing a necessary skill?	The learner is guided to demonstrate stance and grip in flip pass.	Curriculum Design (2024) pg 4; Netballs	Observation	
4	1			By the end of the lesson, the learner should be able to execute flip pass (Release/Follow through).		The learner is guided to demonstrate release and follow through in flip pass.	Curriculum Design (2024) pg 4; Netballs	Practical	
	2			By the end of the lesson, the learner should be able to execute side pass (Stance/Timing).		The learner is guided to demonstrate stance and timing in side pass.	Curriculum Design (2024) pg 4; Netballs	Practical	
	3			By the end of the lesson, the learner should be able to execute side pass (Release/Accuracy).		The learner is guided to demonstrate release and accuracy in side pass.	Curriculum Design (2024) pg 4; Target markers	Practical	
	4			By the end of the lesson, the learner should be able to practice combination of passes.		The learner is guided to practice combination of flip pass and side pass observing rules.	Curriculum Design (2024) pg 4; Bibs	Observation	
5	1			By the end of the lesson, the learner should be able to play mini Netball games.		The learner is guided to play mini Netball games applying pass skills observing safety.	Curriculum Design (2024) pg 4; Court	Game Play	

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	2			By the end of the lesson, the learner should be able to give feedback on performance.		The learner is guided to observe and give feedback on others' performance in Netball.	Curriculum Design (2024) pg 5; Checklist	Peer Assessment	
	3	2.0 Athletics	2.1 Sprints	By the end of the lesson, the learner should be able to perform bunch start in sprints.	Why is body alignment crucial?	The learner is guided to demonstrate the bunch start in sprints.	Curriculum Design (2024) pg 18; Starting blocks	Practical	
	4			By the end of the lesson, the learner should be able to perform medium start in sprints.		The learner is guided to demonstrate the medium start in sprints.	Curriculum Design (2024) pg 18; Starting blocks	Practical	
6	1			By the end of the lesson, the learner should be able to perform elongated start in sprints.		The learner is guided to demonstrate the elongated start in sprints.	Curriculum Design (2024) pg 18; Starting blocks	Practical	
	2			By the end of the lesson, the learner should be able to demonstrate acceleration (Body position).		The learner is guided to demonstrate body position during acceleration.	Curriculum Design (2024) pg 18; Track	Observation	
	3			By the end of the lesson, the learner should be able to demonstrate acceleration (Leg/Arm action).		The learner is guided to demonstrate leg and arm action during acceleration.	Curriculum Design (2024) pg 18; Track	Practical	
	4			By the end of the lesson, the learner should be able to		The learner is guided to demonstrate the	Curriculum Design (2024)	Practical	

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				demonstrate finish techniques (Dip).		dip finish in a sprint race.	pg 18; Finish line		
7	1			By the end of the lesson, the learner should be able to participate in sprint races.	Why is sprinting beneficial?	The learner is guided to participate in sprint races applying starts and running skills.	Curriculum Design (2024) pg 19; Track	Performance	
	2			By the end of the lesson, the learner should be able to review performance in sprints.		The learner is guided to observe and give feedback on each other's performance.	Curriculum Design (2024) pg 19; Checklist	Peer review	
	3		2.2 Long Jump	By the end of the lesson, the learner should be able to describe equipment for Long Jump.	How does Long jump develop skills?	The learner is guided to observe pictures or real Long jump facilities.	Curriculum Design (2024) pg 20; Landing pit	Oral Questions	
	4			By the end of the lesson, the learner should be able to demonstrate approach and take off.		The learner is guided to demonstrate approach and take off phases.	Curriculum Design (2024) pg 20; Runway	Practical	
8	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM
9	1			By the end of the lesson, the learner should be able to demonstrate flight (Hang style).		The learner is guided to demonstrate the hang technique in flight.	Curriculum Design (2024) pg 20; Pit	Practical	
	2			By the end of the lesson, the learner should be able to		The learner is guided to demonstrate the hitch kick	Curriculum Design (2024) pg 20; Pit	Practical	

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				demonstrate flight (Hitch kick).		technique in flight.			
	3			By the end of the lesson, the learner should be able to demonstrate landing and recovery.	How is safety enhanced?	The learner is guided to demonstrate landing and recovery phases observing safety.	Curriculum Design (2024) pg 20; Rake	Practical	
	4			By the end of the lesson, the learner should be able to practice full sequence of Long Jump.		The learner is guided to practice hang/hitch kick following all phases.	Curriculum Design (2024) pg 20; Runway/Pit	Performance	
10	1			By the end of the lesson, the learner should be able to play mini Long Jump games.		The learner is guided to play mini Long Jump games applying techniques.	Curriculum Design (2024) pg 20; Pit	Game Play	
	2			By the end of the lesson, the learner should be able to share feedback on Long Jump.		The learner is guided to share feedback on own and others' performance.	Curriculum Design (2024) pg 21; Checklist	Peer review	
	3	REVISION	Revision	By the end of the lesson, the learner should be able to revise Football concepts.		Review of rules, skills, and safety.	Past papers	Written Practice	
	4	REVISION	Revision	By the end of the lesson, the learner should be able to revise Netball concepts.		Review of rules, skills, and safety.	Past papers	Written Practice	
11	1	REVISION	Revision	By the end of the lesson, the learner should be able to		Review of Sprints and Long Jump phases.	Past papers	Written Practice	



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				revise Athletics concepts.					
	2	ALL	END TERM	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	ASSESSMENT