GUYANA

MINISTRY OF EDUCATION

CURRICULUM GUIDE

PHYSICAL EDUCATION

GRADE 6

CONTENTS

PREFACE

This curriculum guide is part of Physical Education Resource Package designed to expand the Scope of Physical education in Guyanese Primary and Secondary Schools. Other resources in this package include the Scope and Sequence Chart, Attainment Targets, Teacher Manuals and Activity Guides. These resources were developed by a team of specialists in the field of Physical Education under the guidance of Senior Subject Specialists (NCERD).

The Physical Education Curriculum, a joint project with the Unit of Allied Arts, Ministry of Education, and the Commonwealth Sports Development Programme produced in 1985, formed the base of this Curriculum Guide. This Guide includes Aquatics, Athletics, Mini Volleyball, Dance, Gymnastics, Health and Fitness and Sport & Games.

The objectives cater for the cognitive, psychomotor and affective domains. Content is listed in a clear and sequential manner. Strategies/Methodologies are arranged to develop the appropriate physical education skills. Assessment includes the continuous form and integration, as special feature of the guides ensures that the concepts to be learned are treated in a holistic manner.

It is hoped that teachers would take the opportunity to expose children to the Physical Education Programme to ensure balanced development of the total human potential since Physical Education caters not only for physical development but intellectual or cognitive development, social development, emotional development and moral development.

Ingrid Barker
Head (ag)
Curriculum Development and Implementation Unit
National Centre for Educational Resource Development

ACKNOWLEDGEMENTS

Thanks are extended to the following persons for their involvement in the preparation of this Guide.

Ms Stephanie Fraser	Ministry of Culture, Youth and Sport
Ms Vivienne Douglas-Daniel	National School of Dance
Ms Shirley Inniss	Unit of Allied Arts
Ms Helena Caesar	CPCE
Ms Lorraine Barker-King	Unit of Allied Arts
Mr Eon Austin	Bartica Secondary School
Mr Kurt Braithwaite	St Agnes Primary School
Mr Raymond Daw	
Ms Jane Lansdown	NCERD
Mr. Nicholas Fraser	NCERD

INTRODUCTION

Physical Education is an integral part of the Primary curriculum. It is important in promoting; healthy lifestyles, physical development, social skills, independent living and personal development. Without Physical Education a balanced curriculum is not possible.

This document is intended to form a base upon which the school is enabled to develop its own programme pertaining to its own environment. It should be adapted to the needs of the students in each school.

The Physical Education curriculum offers a vast range of opportunities for cross-curricular learning. Many of these are indicated in the curriculum guide Integration with other subject areas is important in supporting and enhancing a quality education for all students.

This is a document which has been developed by a team of subject specialists. It is the responsibility of teachers and other users to make recommendations for further developments of the curriculum in order to make the implementation of Physical Education in schools more effective.

SUGGESTED TIMETABLE FOR GRADE 4-6.

YEAR	TERM 1	TERM 2	TERM 3
Grade 4	Gymnastics / Athletics	Volleyball / Dance	Swimming / Sport & Games
Grade 5	Swimming / Gymnastics	Volleyball / Sport & Games	Athletics / Dance
Grade 6	Swimming / Athletics	Volleyball / Gymnastics	Sport & Games / Dance

Each Lesson = approx 40 minutes
All units are interchangeable

The above is only a *suggested* timetable. Depending on the weather and other pressing areas of the curriculum, you may need to split the units over two terms. Also during that time Health & Fitness may be given to the students. This covers the minimum teaching time for PE as specified by the Ministry of Education.
Extra-curricular clubs can provide extended/additional opportunities for children to participate in sport, for example, soccer, dance, swimming or volleyball.

During PE lessons, children should:

- Wear the correct kit and appropriate footwear.
- Remove jewellery, tie long hair back and tape earrings over.
- Work in a clear and safe place that is large enough for the activity.
- Be aware of others and take care to avoid collisions when moving around.
- Warm up and cool down properly.
- Know how to lift and move apparatus safely
- Only use the apparatus specified by the teacher.
- Listen carefully to all of the teacher's instructions, because failure to do so may result in someone being injured.

RISK ASSESSMENT.

Dance:	
- Is the hall/gym flooring suitable for working in bare feet?	
- Is the area clear of obstructions, e.g., furniture?	
- Is the CD player working and placed away from the dancers?	
- Is there a first aid kit in the hall?	
- Are the children aware of the procedure for evacuating the hall in a fire emergency?	
Games in the hall:	
- Has the floor been checked and has furniture been cleared away?	
- Has the equipment been checked? Is it clean and safe to use?	
- Has all equipment been stacked and stored carefully? Is it easy for the children to access?	
- Is there a first aid kit available?	
- Are the children aware of the procedure for evacuating the hall in a fire emergency?	
Games in the playground:	
- Has the surface been checked for debris, etc.?	
- Is the playground clear of obstructions?	
- Are the children suitably dressed for the activity and weather conditions?	
- Is there a first aid kit available?	
- Do the children know to keep rackets, bats, etc. away from each other?	
- Is all equipment in good condition?	
Games on the field:	
- Has the field been checked for debris, etc.?	
- Are the children suitably dressed for the activity and weather conditions?	
- Is there a first aid kit available?	
- Are all medications on hand if needed, e.g. inhalers?	
- Make sure you have a mobile phone charged up with credit for emergencies.	
- Are the goal posts in good condition and fitted correctly?	

Gymnastics:	
- Is the hall/gym flooring suitable for working in bare feet?	
- Are mats placed appropriately (where children will land)?	
- Are there enough mats to cater for all the equipment?	
- Are the mats flat and in good condition? Are they tick enough for landing on?	
- Are wooden benches free from splinters?	
- Equipment should be checked annually. Has the maintenance schedule been consulted?	
- Is there a first aid kit in the hall?	
- Are the children aware of the procedure for evacuating the hall in a fire emergency, avoiding equipment and walking carefully?	
Swimming:	
- Are the children well supervised and accounted for when walking to and from the pool?	
- Is there a lifeguard present at the pool?	
- Are there swimming instructors available?	
- Are all medications on hand if necessary, e.g. inhalers?	
- Is there a first aid kit available at all times?	
- Are the children well supervised in the changing rooms?	
- Have all the children entered the foot bath and showered before entering the pool?	
- Do the children know what to do in the case of an evacuation?	
- Do teaching staff know what to do in the case of an emergency?	

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #1 – Diving Progression

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Diving is a popular activity but can be dangerous if conducted in a careless and unsupervised manner. Before you dive it is important to take great care that the water is deep enough and the area is clear of swimmers and other harmful objects	Three methods of Diving Progression: 1. Sitting dive 2. Kneeling dive 3. Crouch dive	Self-esteem Confidence	**Sitting Dive** Students sit on edge, feet resting on side, bend body forwards with head held between out-stretched arms, raise hips and leaning forward gently push off into a shallow dive. **Kneeling Dive** Students place one foot forward, toes gripping the edge, while the other knee is placed alongside the heel of the foot that is forward. With arms outstretched, and head tucked in, raise the knee of back leg and push off, keeping chin tucked-in to chest, stretch legs as you enter the water and glide back to the surface with arms extended. Students learn the **Crouch Dive** by standing on edge with knees bent together, toes gripping the edge. Arms extended above head close to ears, bend forward as he/she takes a strong upward push from the feet through the hips, enter water and glide to surface.	Students try the three Diving progressions: 1. Sitting dive 2. Kneeling dive 3. Crouch Roll 1. Students respond to instructions by voice commands and whistle. Students form two lines along pool deck or water's edge, start arm swings swimming actions, streamlined positions, run-on-spot, etc.	Hoops, Rings, Buoys	Demonstrate and describe three sets of Diving Progressions	**Science** Exploring body buoyancy in water. Investigate why things will float or sink in water, investigate what causes moving things to slow down or stop. **Language** Sitting dive Kneeling dive Crouch dive

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #2 – Diving

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Learning to dive properly is a prerequisite to competitive movements	Three Diving Progressions: 1. Stride dive 2. Basic standing dive or Plunge dive	Appreciation	Students learn the **Stride Dive** by placing one foot at the edge of the pool or river/lake, the other foot is stretched behind with the toes just touching the ground. Students bend forward at the same time, raise the rear leg and push off with the front foot. Students enter water in streamlined position and glide to surface. Students prepare for **Basic Standing Dive**, sometimes called a Plunge Dive by standing on the edge, feet slightly apart and toes gripping the edge of pool or water front, bend forwards and downwards. Arms extended pressing ears lightly. Raise your heels until you feel like you are going to fall over then thrust your legs forward strongly, enter water in a streamlined position and glide to the surface.	Students respond to instructions by voice commands. Students learn three additional Dividing progressions: 1. Crouch dive 2. Stride dive 3. Basic standing dive or the Plunge dive		Demonstrate three Diving Progressions	**Science** Applying principles governing buoyancy and movement in water. **Language** Stride dive Plunge dive

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #3 – Competitive Techniques - Starts, Turns

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
Competitive movements are considered techniques, which can help swimmers to improve their strokes, their Starts and Turns. Overall, there are two kinds of Starts 1. the Diving Start - used in Font crawl, Breaststroke and Butterfly 2. The Backstroke Start	Three movements or skills a student can practice are: 1. Body position 2. The Grab Start 3. The Open Turn	Self discipline	**Body position** Students assume streamlined body position, start with arms at sides, kick legs while rolling body to its right side, then to its left side, every 6 kicks roll the torso, including the hips. Repeat this across swimming area 4 times. Then start alternating arm actions - Front Crawl. This drill helps to reduce 'Drag' - (water resistance) while moving through water. The **Grab Start**: Students stand on deck or edge of water front with feet approximately shoulder-width apart, toes gripping edge and feet firmly planted, bend forward quickly, grasp the front of the platform or deck either between the feet or outside of the feet. Now bring the shoulders and head closer to the knees, keeping hips high, remain motionless until the command 'Go' is given. On hearing the command or whistle the student pulls the whole body forward, tucking chin in, and launching his/her body forward by thrusting the arms forward and driving the legs off the deck or platform. Students enter water cleanly, glide and kick to surface, swim 10 metres.	Students respond to instructions by voice commands, e.g., Start, Stop, Turn, Go etc. Body Position: Students to learn 1) The Grab start 2) The Open Turn 3) Body position while gliding		Demonstrate and describe The Grab Start. The Open Turn on Front and Back.	**Science** Naming of body parts e.g., Torso, Hips, Shoulders. Investigate why things will float or sink in water, investigate what causes moving things to slow down or stop, investigate and discuss the effects of friction. **Language** Drag, Open Turn, Grab Start

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #3 continued – Competitive Movements-Starts, Turns

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
			The Open Turn: Open Turns involve both single-hand and double-hand touches. The students prepare for the Open Turns by stretching for the wall with the leading arm of the last stroke. The students roll their bodies, 90 degrees toward the side of the hand that is touching. The trailing arm stays basically stationary in preparation for the push off. The push-off is done by bending the knees, feet as close together as possible, swing the feet towards the wall, keeping the upper body as low as possible, push off on your side and then roll on Front or back (depending on the stroke) as you keep your streamlined body position.				

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #4 – Competitive Movements - Turns

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
There are many Turns and variations of Turns used in the four competitive swimming strokes. Turns are a critical part of any competitive swimming event. Turning Techniques can make all the difference in a race	Three ways or Turns that can be used: 1. Open Turn (for Back and Breaststroke) 2. Flip Turn	Confidence Enjoyment Discipline Imagination	**Open Turn: (on back)** Students prepare for an Open Turn for Backstroke by touching the wall with the hand while still on the back. Students place hand on wall, the touching arm bends slightly, while lower body momentum is used to push the bending knees and hips towards the wall, keeping upper body low in water student pushes off, turning to a supine, streamlined position during the glide. **Open Turn for Breaststroke:** Student reaches for the wall with both hands touching at the same time, student drops lower body as one arm drops and the other travels above the surface as close to the head as possible, both arms extend above head as feet push off the wall twisting to prone position while travelling and gliding to start stroke.	Students respond to instructions by commands using whistle, voice, and clap. **Students learn:** 1. The Open Turn (for Backstroke and Breaststroke) 2. Flip Turn or (Tumble Turn)		Describe and demonstrate two ways to perform the Open Turn and a Flip Turn	**Science** Exploring movements and body buoyancy. **Language** Flip Turn Tumble Turn Medley

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #4 – Competitive Movements - Turns

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
			The Flip Turn: Sometimes called the Tumble Turn. This Turn is very popular among competitive swimmers. Students start by using various visual cues to judge the distance from the wall, e.g., like counting the amount of arm strokes it takes to reach the turning wall, or the "T" marking on the bottom of the pool, for example, if 10 strokes are made, students then minus one stroke and do a summersault with feet landing on wall then pushing off into a streamlined position. In doing the Flip Turn, students' hands do not touch wall, only the feet make contact with wall. **Note:** Competition Swimming pools are marked at the bottom by a T sign or a cross indicating that the wall is close.				

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- AQUATICS
TOPIC #5 – Safety

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Identify three methods of Water Safety Skills - Treading water - Elementary Backstroke - Sidestroke	Demonstrate and describe: Elementary Backstroke Side Stroke Head-up Crawl	Confidence	Students respond to instructions on voice commands, e.g., on 'Go' students start demonstrating Survival Swimming Techniques for given distances, e.g. students demonstrate Reaching and Throwing assists, to someone in difficulty.	Travel - using Elementary Backstroke for 10 metres. Swim 10 metres Side stroke. Swim 2 x 15 metres Head-up Front Crawl. Perform a Reaching assist and a Throwing assist	Rope, large plastic bottles, pole, kick board	Perform at least 2 different personal Survival Swimming Techniques	**Science** Coordination of body in water. **Language** Reaching assists. Throwing assists. Survival Swimming

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6 – ATHLETICS – TRACK
TOPIC #1 – Sprinting

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
The importance of the start in Sprinting events. The role of reaction time, speed and power (legs) in Sprinting.	To apply reasonable technique while running a distance of 40m.	Concentration	- Review of Content (Grade 5). - The Drive and Acceleration Phases in the start. - Whole sequence.	- Revision of Grade 4 & 5. - The start (importance and components). Drive Phase. Acceleration Phase. - Whole Sequence. Starts with different auditory signals. Performance runs (40m-50m).	Chalk, Tape measure, markers, stop watch.	Practical evaluations against individual times over 40m.	Language: Terminology used in flat races; crouch start, referee's orders, drills, etc.

TOPIC #2 – Relays

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Difference between the Upward baton pass with visual control and the Downward baton pass with visual control (4 x 400m relay pass).	Complete an upward baton pass with visual control in 4 x 50m relay.	Cooperation	- Revision of visual exchange. - Visual Passes with increased speed. - Whole sequence.	- Introductory exercises for the upward baton pass; Random Baton Pass Train Pass - Visual Passes with increase in speed. - Marking starting and take-off points. - Performance runs.	Batons, Markers, Stopwatch.	List and explain the major differences between the Upward baton pass with visual control and the Downward baton pass with visual control(4 x 400m relay pass). Practical evaluations.	Mathematics : The measure-ment of the track and distance to run by each runner.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6 – ATHLETICS - TRACK
TOPIC #3 – Middle Distance

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
The differences between the starts used in Middle/Long Distances and Sprinting. The energetic system; anaerobic system Vs. aerobic system	To run 600m applying complete technique for a middle distance event	Perseverance Discipline	- Revision of Middle Distance. - Running the curves. - The Start & Transitory Strides - Control of rhythm and technique.	Running Exercises; - High Knee. - Bounding. - Heel Kick-ups - Ankling. Start & Transitory Strides - Running small curves The Start & Transitory Strides - Falling Starts - Inclined Starts Control of rhythm and technique - 400m even-splitting every 100m. - 600m runs.	Track (area with a long curve). Whistle. Stop watch(es).	List and explain the differences between the Start used in the Middle/Long Distances and Sprinting. What category of exercise is the Middle Distance; anaerobic, aerobic. Practical evaluations.	Science; The muscles and body parts primarily used in the event.

GRADE 6 – ATHLETICS - FIELD
TOPIC #4 – High Jump

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
The names of the different techniques of High Jump.	To execute a High Jump (Scisors Technique) with a short approach run.	Confidence	- Review of basic exercises (Grade 4 & 5). - Crossing the bar. - Landing. - Whole Sequence.	Review; - Vertical Jumps with a short approach run. - Vertical Jumps with use of arms and pendulum of free leg. Crossing the bar; - Stand and Cross - Walk and Cross Landing; - Box Jumps Whole Sequence; - Complete movement.	Hanging objects; tree, goal post, building. High Jump Bar. Box.	List the different techniques used in the High Jump. Practical evaluation.	Science: External forces that act on the body during the high jump.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- ATHLETICS - FIELD
TOPIC #5 – Shot Put

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
The implement used in the Shot Put. The grip and the movements of the impulse of the Shot Put.	To execute a basic shot put throw facing the area.	Concentration	- General concept and introductory exercises for the Shot Put. - Frontal Puts	General concept; - Imitation of the fontal throw. - The grip. - Slow extensions/Shot Push-ups - Forward overhead toss. - Backward overhead toss. Frontal Shot Put throws; - Frontal Put with leg extension - Frontal Puts with one step forward.	Small light balls (size of Shot Put). Area for throwing.	List the equipment used in the Shot Put. Practical Evaluations; The Grip. The Impulse of the Shot Put.	Science: Muscles that intervene in the shot put sequence.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6 – VOLLEYBALL
Topic # 1 – Setting (mini volleyball)

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Learn and interpret the role of the setter.	To execute a reverse mini volleyball set with two hands (a catch and an upward looping throw).	Team work	Review of the Previous Grade. Basic Exercises for the reverse mini volleyball set.	Basic Exercises for the frontal mini volleyball set; - Throw, Set, Catch (individually, in pairs) Reverse set in pairs/trios; - Throw, Set, Catch Random passes in larger groups; - In a circle, execute frontal/ reverse sets indiscriminately)	Plastic Balls Place markers.	Level of participation and cooperation.	Social Studies: Team work.

GRADE 6 – VOLLEYBALL
Topic # 2 – Underhand Serve

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Explore the effects of spinning the ball through the air on service.	To execute an underhand serve over the net from a distance of at least 5 metres.	Concentration	Revision of the Previous Grade. Basic Exercises for the Underhand Serve. Competitive Games.	Individual/ in pairs; - Underhand serves at short distances. In pairs/ groups; - Underhand serves over objects. - Underhand serves seeking distance and accuracy. - Serves with increased height and distance. - Serve and retrieve. Serve over the net and retrieve the ball that the student served. - Serve for points.	Plastic balls Volleyballs Objects of different heights. Volleyball court and net.	Practical evaluation of the serve.	Science: Explore and explain the effects that are evident when the ball is spun through the air on the serve.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6 – VOLLEYBALL
Topic # 3 – Overhead Pass

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Understand the situations in the game when this technique is used	To complete at least two overhead passes in a competitive encounter (4 Vs. 4)	Team work. Accuracy in execution.	Revision of the Previous Grade Basic Exercises for the overhead pass. Competitive Games.	Passing for height, distance and accuracy; - Continuous overhead passes against a wall. - Throw, overhead pass over a net. - Overhead pass to the open court. Coordinative Exercises; - Throw, Pass, Pass, Catch (in pairs). - Continuous overhead passes with forward/lateral movement. - 4 Vs. 4 – with emphasis on the overhead pass.	Plastic balls. Volleyball court and net. Chalk.	Execution of at least 2 overhead passes in a competitive encounter.	Social Studies: Cooperation, team work

GRADE 6 – VOLLEYBALL
Topic # 4 – Reception / Underhand Pass

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Understand the situations in the game when this technique is used	To complete at least two underhand passes in a competitive encounter (4 Vs. 4)	Team work. Accuracy in execution	Review of the past grade. Exercises for the Reception / Underhand Pass. Competitive Games.	Passing for height, distance and accuracy; - Continuous underhand passes against a wall. - Throw, underhand pass over the net. Coordinative Exercises; - Throw, Pass, Pass, Catch (in pairs) - Continuous overhand passes while moving forward/ laterally. - Pass selection. - 4 Vs 4 – with emphasis on the overhand pass	Plastic balls. Volleyball court and net. Chalk.	Execution of at least 2 underhand passes / reception in a competitive encounter	Social Studies: Cooperation, team work

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6 – VOLLEYBALL
Topic # 5 – Competitive Games

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Learn and put in practise the rules of the game.	To participate in competitive games of mini volleyball	Enjoyment. Fun. Team work	Competitive Games applying special skills. Organized competitive encounters.	3 Vs. 3 with special - Pass, Set, overhead pass (with jump) 4 Vs. 4 – with emphasis on the underhand pass. - All contacts except the serve shall be the overhead pass. - Application of the mini volleyball rules in 4 Vs. 4.	Volleyball court and net. Plastic balls. Place markers.	Practical Evaluation on all aspects of mini volleyball.	Social Studies: Importance of team work, leadership.

GRADE 6 – VOLLEYBALL
Topic # 6 – Theory

Objective			Content	Method/Strategies	Materials	Evaluation	Integration
Knowledge	**Skills**	**Attitude**					
Observe and understand the signs that the referee signals.	To apply the basic rules of mini volleyball in a competitive game.	Concentration . Interpretation	Review of the Previous Grade. The Referee	- History - Laws of the Game. Hand signals; - Serve - Team to Serve - Change of Courts. - Time-out - Ball-in - Ball-out	FIVB rules. Visual and audio aids.	Questions and answers. Game situations. Practical application of rules.	Language: Listen/read and understand, interpretation of language.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- DANCE
TOPIC #1 – Fifth position of the arm

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
Terminology - What is meant by Fifth Position of the arm	Acquiring skills for executing Fifth position of the arm with proficiency	Appreciation for aesthetic value of movement	Fifth position of the arm. Palms of hand face downward	Using materials stated, students cut out geometric shapes out of coloured paper and paste it onto white paper to show the required position. They then work in groups to physically demonstrate the position. Teacher checks and corrects.	Paper - white and coloured, scissors, paste	Identify and perform Fifth position of the arms. Maintain the arms in the position required. What was their posture like?	**Paper Craft** Mathematics - geometric shapes

TOPIC #2 – ReGradeant

Terminology for and recognition of specific method used in executing technique	Acquiring of psycho-motor skill and control for executing the technique	Self discipline and concentration	**ReGradeant** A slow lifting of the leg. Diagram shows movement done to the side technique at this Grade is done to the front and back only.	Teacher demonstrates movement then encourages volunteers to try. Teacher evaluates and emphasises key points e.g., stretch of knees, maintenance of body alignment, the pointing of the feet. Students as a group execute movement. Teacher observes and corrects. Students repeat to musical accompaniment.	Tape recorder. Audio cassette	Perform ReGradeant with balance and control	**Language** meaning of relevant

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- DANCE
TOPIC #3 – Battement

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
Terminology understanding the similarities and differences between ReGradeant and Battement	Acquiring strength needed as well as specific technique needed for proficiency	Control and concentration	**Battement** A sharp kick of the leg.	Same as for ReGradeant. Students are encouraged to compete for the highest technical kick.	Hall. Tape recorder. Audio cassette	Perform Battement with balance and control	**Language** meaning of battement

TOPIC #4 – Spotting

What is meant by the term 'Spotting'. The relationship between Spotting and Turning	Focus	Appreciation for force of gravity. Discipline. Concentration	Preparation for Spot turns	Teacher uses masking tape to mark a line across the floor. Students with their arms in the position shown in diagram, move side ways along the line to the right and return to the left. The head held with the nose and chin over and aligned with the shoulder right or left depending on the direction in which the student is travelling the head is maintained in one position with the eyes focused on an agreed spot. Allow students to give their views on the exercise.	Masking tape	Move to left and right maintaining focus	**Science** the force of gravity, rotation

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- DANCE
TOPIC #5 -- Cartwheel

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Understanding what a Cartwheel is	Balance	Appreciation for force of gravity. Inter-dependence of partnering. Building trust.	Cartwheel	Children draw a wheel with five spokes. They then draw a head and torso, on one arm outstretched on two and legs astride on the other two. This is pasted on cardboard, cut out with spaces between the spokes removed. Students roll them and observe the position of head, arm, feet as the wheel turns. Working in pairs, students emulate the upside down portrayal of the body releasing their partners' legs one at a time when moving them to return to the standing position. Students discuss sensation.	Drawing material. Paper Cardboard Pair of scissors	Describe and demonstrate cartwheel	**Art & Craft** drawing, cutting, pasting **Gymnastics** cartwheel

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- GYMNASTICS
TOPIC #1 – Performing more difficult skills with fluency and control

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How to perform more difficult skills fluently and with control	Perform skills from Grades 4 and 5 with fluency and control	Working individually to improve own performance	Revise fluency, consistency and clarity from Grade 4. Revise skills covered in Grades 4 and 5, e.g., Forward and Backward Roll, Headstand, Handstand, Cartwheel. Perform these actions with fluency and control.	Discuss the importance of fluency and control. Practise skills learnt in Grades 4 and 5. Practise getting into a forward roll/handstand from: - an arabesque - a kneeling position. - a headstand. - a straddle position. Link the following actions to make short sequences: - cartwheel - backward roll - forward roll - headstand - handstand - handstand	Safe floor space or grass area. Mats	Perform at least 2 of the following actions with fluency and control: Forward roll Backward roll Headstand Cartwheel	**Science** Balance Body parts **Language** Words and meaning. **Music** Rhythmic patterns

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- GYMNASTICS
TOPIC #2 – Partner Balances

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How to perform simple partner balances safely	Describe and demonstrate at least two partner balances	Co-operation with a partner. Discussing and planning with a partner. Listening skills	Partner balances involve contact with a partner. Students will need to listen carefully to their partner and co-operate. Choose partner balances that are strong and safe. Joints should be aligned.	Show examples of safe partner balances and demonstrate how to get into the balance and out of the balance. Students practise a variety of partner balances. Balances may be developed by changing the entry and exit, body shape may be changed. Simple apparatus may be used. **Activity** - Partner Balances - Holes and Bridges	Pictures of partner balances	Describe and perform at least 2 partner balances	**Science** Balance **Social Studies** Co-operation Listening skills

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- GYMNASTICS
TOPIC #3 – Group sequences to include Partner Balances

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How to combine Partner Balances to produce Group sequences	Designing and performing group sequences that include partner balances	Co-operation and teamwork	Revise partner balances. Two pairs of students can work together as a group of four to create a sequence using partner balances. Simple compositional ideas and methods can be used, e.g. matching and mirroring. Synchronize to perform actions at the same time.	Practise partner balances and select two favourite balances. Join with another pair to make a group of four. Show two favourite partner balances to the other pair. Link four partner balances together to make a sequence. Both pairs of students will perform the sequence together. Can you synchronize the two pairs?	Safe space. Mats	Can students plan and perform a group sequence including partner balances?	**Language** The meaning of synchronize. **Mathematics** Sequences and repeating patterns.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- GYMNASTICS
TOPIC #4 – Improving the look of a sequence

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Two ways of improving the look of a sequence	Use two techniques to improve the look of a sequence	Self correction	The look of a gymnastic sequence can be improved by using special techniques. Variety of Grades, original pathways, variety of directions. Symmetrical and asymmetrical patterns and shapes. **Symmetrical** - able to divide into two halves which are exactly the same but the opposite way round. Butterflies are symmetrical **Asymmetrical** - not symmetrical.	Revise the meanings of pathways, Grades and directions. Discuss how these can be used to improve the look of a sequence. Show examples of symmetry and asymmetry. Perform simple balances that are symmetrical and ones that are asymmetrical. Discuss how these can improve the look of a sequence. Plan and perform a sequence with a partner.	Pictures or posters showing symmetrical and asymmetrical shapes and patterns. Safe space Mats	Use two techniques to improve the look of a sequence	**Mathematics** Symmetry and asymmetry

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- GYMNASTICS
TOPIC #5 – Preparing for competition

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How a simple gymnastic competition is organized	Perform in a competitive situation	Fair play. Respect for rules and regulations.	In gymnastic competitions, performances are judged against predetermined criteria. When preparing for competitive stations planning and practising must be done in relation to these criteria. **Criteria** - standards by which something is judged. E.g. The performance must have: 1. A clear beginning and ending. 2. Consistency, fluency and clarity; 3. Control, tension and extension. 4. At least 5 actions.	Explain the criteria to the class. Students prepare a performance individually or in pairs. Check that the performance fulfils the criteria. Practise the performance to improve quality. Invite a judge/teacher to come and judge each performance. Scores can be given, e.g. 5 marks for each criterion.	List of criteria on chart or chalkboard. Safe space Mats	Can students participate in a gymnastic competition?	

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #1 – Personal Hygiene

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
That people do get sick. Reasons for ill health. A healthy lifestyle helps one to acquire a sound education.	Understanding Comparing Observing Listing Speaking Listening	Care	**1. Personal Responsibility** It is felt by most persons that health is the responsibility of doctors, hospitals, clinics, insurance agencies and the government. If they become sick they will go to the hospital, clinic or doctor, who prescribes medicine for them to feel well. But it is a known fact that health cannot be bought. Health is the responsibility of each individual. The decisions made by persons have an impact on their health because they are the ones who decide what they eat or drink, when and if they exercise, if they take part in drug abuse, smoking or if they see a doctor. These decisions will leave an impact on their health and well-being, so if they get sick they will only have themselves to blame.	Large group discussion. Small group discussion. Group reporting session.	Pictures of; -persons who take care of themselves. -persons who do not take care of themselves. -persons who are not healthy looking. -persons who are looking healthy.	Pupils will talk about the differences between a healthy and an unhealthy person.	**Language** Writing Spelling

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #1 continued – Personal Hygiene

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
			2. <u>Good Health and education;</u> Persons who eat right, sleep the required amount of hours daily, and who have a regular exercise programme will more likely be a academically better. - Poor health causes one to lose focus and control easily. - Poor health causes the heart to be weak and your heart is one of the most important organs of the body. -Poor health leads to poor eye-sight which leads to headaches and/or blindness. Good health leads to longer concentration, proper functioning organs, good eye-sight and a healthy body, thus being able to acquire a sound education.				

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #2 – Nutrition

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Pupils know what nutrition is. Pupils will learn what are vitamins and the types of vitamins.	Discussing Listening Speaking Answering Listing	Sharing ideas	**1. What are Vitamins and the Types of Vitamins** a) Vitamins are chemical compounds which are essential to health but are required in minute quantities only as the body does not store vitamins readily. b) Vitamins play a very important role in the healthy development of bones, skin and glands. c) Enough vitamins for daily use is found in a daily balanced diet. d) Vitamin pills should not be used by a person unless they are prescribed by a doctor because an overdose of vitamins can be poisonous. e) Vitamins are divided into two main groups according to how they are absorbed in the body. - Fat soluble vitamins are A, D, E, & K. - Water soluble vitamins which are all the 'B' Vitamins (often called 'B' complex) and vitamin C.	Large group discussion. Small group activity of listing three (3) deficiency and three (3) functions of Vitamin 'C'.	Vitamins Chart, Chart showing the two types of vitamins. Chalkboard. Tacks. Chalk.	Say what vitamins are and how are they important to the body. Write what are the two types of vitamins. List three deficiency and three functions of vitamin 'C'.	**Language** Writing Spelling **Science -** Name the six food groups and their functions, identify and name foods that make up a balanced diet, discuss and appreciate the value of a balanced diet

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #2 continued – Nutrition

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
			Sources of Vitamin 'C' and its functions and deficiency Vitamin 'C' can be found in citrus fruits, such as, oranges, cherries, tangerine, guava, pineapples, etc. Also in green vegetables and potatoes. **Functions:** Vitamin 'C' intake helps: - to produce substances that help to cement the tissues of the skin, bones and blood vessels. - in the absorption of iron. - wounds to heal. - the body to resist infection. - normal growth in children. - to play a role in red blood cell formation. **Deficiency** - slows healing. - decreased resistance to infection. - bleeding gums. - excessive deficiency causes scurvy. - babies who are usually bottle-fed and are not given enough orange juice or a source of vitamin 'C' may get anaemia.				

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #3 – Body awareness

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Awareness of the movements of parts of the body. Joints and the types of joints in the body. Locate where the ball and socket and hinge joints are.	Identifying Naming Discovering Listening Understanding Describing	Care	**Definition and description of joints.** Joints are the areas where two or more bones meet. There are <u>three</u> types of joints: 1. <u>Fixed or immovable</u> joints, such as, those in the skull. 2. <u>Slightly moveable</u> joints. These joints allow for small amounts of movement. An example is found where the ribs join the breastbone. These joints are sometimes called <u>cartilaginous</u> joints because cartilage separates the adjoining bones. 3. <u>Freely moveable</u> joints, which are often called <u>synovial</u> joints. These are the most common of the three types of joints. These joints allow movements for one or more directions. They are lubricated by synovial fluid: an example is the knee joint.	Large group discussion. Small group discussion and activity chart.	Large chart of the Skeletal System. Small charts with the Skeletal System. Large picture of the skeletal system. Small pictures of the skeletal system.	Identify areas where a fixed joint, a slightly moveable and a free moveable joint can be located. Identify on charts areas where the ball and socket and hinge joints can be found.	**Language** Writing **Science** - Identify and name the main sections of the skeleton, discuss the functions of the skeleton, name and identify some joints, demonstrate ways in which things can be moved e.g. lifting, pulling, twisting, turning

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #4 – Muscle Development: Cardiac Muscle

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
The Cardiac Muscles and how they work	Listen Discuss Demonstrate Speak Recognize	Acceptance	1. **Cardiac Muscles** The cardiac muscles form the major part of the heart and they contract and relax continuously to provide the pumping action. This type of action is not consciously controlled so we can say that this type of muscle is also an involuntary muscle. - When we are breathing we see three muscles at work. - When we exercise we find the heart beat/rate of a person goes up; if we get a cut, which causes the blood to flow, we will find that it gushes out because of the movement of the muscle. - If we are excited about something our heart rate steps up. Again we will notice that the cardiac muscles are working harder.	Large group discussion. Individual activity to illustrate the working of the heart cardiac muscles	Open space. Chart showing the muscles of the heart.	Pupils will do exercises, which would illustrate the muscles of the heart working faster.	**Science -** Identify and name the main parts of the circulatory system, discuss the functions of the circulatory system

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #5 – The attachment of muscles to bones

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How muscles are attached to bones	Naming Listing Writing Discussing Labelling Speaking	Care	The attachment of the muscles to the bones. The muscles of the skeletal system are attached to the bones by tendons. The attachment/ connection of the tendon, which causes the movement of the bones, is called the insertion of the muscle. The attachment of the tendon, which acts as an anchor point is called the origin.	Large group discussion. Small group activity: Locating the tendons on the body.	Large chart showing the muscles of the body. Large chart of the hand showing the tendon. Small charts of the body showing the muscles for small group activity.	State how are muscles attached and what is the attachment called.	**Science -** Identify the main sections of the skeleton, discuss the functions of the skeleton, name and identify some joints. Demonstrate ways in which things can be moved e.g. lifting, pulling, twisting, turning

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #6 – What are Drugs?

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
What drugs are and how they are used	Listening Discussion Speaking Reporting Writing Observing Understanding Recognizing	Care	**1. What are drugs and ways of using drugs.** Drugs are chemicals occurring in natural forms or made in laboratories, which can alter/change normal functioning of the body in several ways. Drugs can affect a person's physical or emotional condition or both. Some drugs change a person's mood and behaviour, for example, smoking marijuana changes an individual's behaviour, such as, causing him/her to do things he/she would not have done in his/her normal senses. Some drugs when used medically can aid good health, that is, those prescribed by a doctor. All drugs when abused can be dangerous to one's health, for example, sleeping pills: if an overdose is used it leads to heart palpitation and eventually death if no immediate treatment is gotten. Drugs are basically used in four ways: - Drinking – application to the surface of the skin - Injecting - Sniffing/inhaling	Large group discussion.	Pictures of various types of drugs. Pictures of persons using the drugs by drinking, smoking, injecting and inhaling	Pupils will list three ways drugs are used. Pupils will say what are drugs and what effect they can have on body.	**Language** Writing **Science -** Discuss the effects of smoking on the respiratory system, discuss the effects of drugs on our body and health

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- HEALTH & FITNESS
TOPIC #6 continued – Smoking

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	**SKILLS**	**ATTITUDE**					
The effects of smoking on the body	Writing Discussing Observing Stating Listening Understanding	Responsibility	**2. Smoking and its effects on the body** - Cigarettes contain the drugs nicotine and tar and other dangerous chemicals. When smoking tar is deposited into the lining of the lungs and sends dangerous chemicals into the body. Smokers find it very difficult to give up smoking although they would recognize the dangers but the body has become addicted to the nicotine. **Effects of smoking:** - It affects the brain because the nicotine takes just over seven seconds to travel from the lungs to the brain. - Tar contains chemicals, which help to cause cancer to the mouth, throat and lungs. - Nicotine speeds up the heartbeat, which causes one to be less relaxed and thus increases the risk of heart attack. - Also Nicotine increases blood pressure by narrowing the blood vessels which causes one to be more tense thus increasing the risk of heart attack.				**Science -** discuss the effects of smoking on the lungs

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC #1 – Running Middle Distance

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Rules and techniques for middle distance running	Maintain even speed in a middle distance event	Participation Observation	**Middle Distance: 800m and 1500m** In distance running the body is more erect and the weight is taken on the heel, then rocked forward. The elbows are bent slightly and the arm action is less vigorous than in sprinting. In the standing start, one foot is close to the starting line and the other foot is slightly to the rear. The head is up, the trunk is bent forward, the knees are slightly flexed, and the weight is on the front foot. The opposite arm to the lead foot is held forward, with the elbow flexed, while the other arm is down and slightly back.	Students run in straight line - arms straight forward/backwards. Pace judgement. Predict how long it will take to run a given distance.	Cones Stop watches Whistle	Maintain even speed in a middle distance race	**Mathematics:** Measurements Size of track vs. no. of laps to cover distance **Science:** Body parts and their functions.

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC #2 – High Jump

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
To know how to perform the high jump	Scissors and straddle techniques	Perseverance	The two basic types of Jumping are: **Scissors** and the **Straddle**. Scissors Method: The jumper approaches from either side of the standard at a slight angle approximately 15^{o} - 20^{o} to the bar. He/She takes a few steps, plants one foot, then swings the other foot high into the air. The leg continues over the bar, followed by the planted foot in a scissors action. At the same time, the arms swing forward and upwards assisting the lift of the body. Stand facing backwards with the leg opposite to the take-off, run five - seven steps. From marked spot practise approach ensuring the same leg lands in the take-off area. The arms are swung forward and upward pushing off from the ground. Having mastered this activity, the approach and the take off are then combined to perform the event.	Demonstrate both techniques. Practise running and jumping for height in space. Practise jumping over objects, e.g., cone. Practise safe landings, i.e. bend knees on landing. Demonstrate how to measure approach. Perform in competitive situation.	High jump Standard Cross-bar Measuring tape Landing mats Tape measure Training video Marking cones	Describe and perform both scissors and straddle techniques	**Science**: Parts of the body. **Mathematics:** Measurements

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC #3 – Field events

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
Differentiate between Track and Field Events	Throw a javelin showing good technique	Concentration	**Field events** are divided into two areas: 1. **Jumps**: High, Long, Triple, Pole-Vault. 2. **Throws**: Javelin, Discus, Shot, Hammer. **The Javelin** is carried at head height, with the arm bent, the elbow pointing forward and the palm of the hand facing upwards. Average length of approach is about 30 metres, but it is better to describe it in numbers or strides. At any time after approaching 7 paces from throwing the student extends the javelin as far back as possible extending the elbow (withdrawing the javelin). The shoulder begins to turn in the direction of the arm being used to throw the implement, the arm reaches well back and there is a gradual slight lowering at the centre of gravity. At the completion of the withdrawal, the throwing arm is in line with the shoulder and the point of the javelin is close to the face and at a position about Grade with the athlete's elbow. In a good throw the javelin point does not leave this position and the alignment of the javelin does not alter until the final delivery action. Throughout these movements the eyes are directed straight ahead and speed gained from the impulse run is maintained.	Demonstrate technique for throwing javelin. Practise grip and stance using suitable implement, e.g., cane, shuttlecock. Standing throws. Demonstrate and practise approach. Perform in competitive situation.	Javelin Measuring tape Training videos Canes Shuttle	Demonstrate javelin technique	**Mathematics:** Force/Velocity

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC #3 – Throwing Javelin

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
			If throwing with right hand, the student begins to point outward the toes of the right foot. This turns the waist toward the right and creates a more favourable withdrawal of the javelin and more energy may be transferred to the throw once the rotation of the foot and waist is well timed. As either foot is planted in the final throwing position, heel first; still moving forward and pointing straight ahead the forward drive at the hips is accelerated. The non-throwing arm begins to open out to be brought toward the body with a bending at the elbow. The throwing arm rotates and the javelin is aligned just above the arm and shoulder. The check of the planted foot and the strongly braced other leg combined with the turning in and extension of the right foot and leg to produce an arched position of the body and stretch the powerful "throwing" muscles of the abdomen and chest. As the muscles contract, the throwing shoulder is pulled through and the arm is "whipped over the shoulder" with a vigorous forward and upward extension. The non-throwing arm remains fully extended as the body continues to pivot over the front foot and immediately after the release of the javelin another step is made on to the other foot (reverse) in order to prevent the athlete from fouling the line.				

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC #4 – Soccer.

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How to play a game of soccer	Apply kicking skills in a game situation	Team-work	Divide class into two teams, with each team standing either side of the area. Number each team 1 -? Call out number for either a 2-versus-2, 3-versus-3, 4-versus-4. Each player calls out runs to their own defending end and runs to the middle. The first player to get to the middle can start the game by dribbling or passing the ball from the centre mark. Players try to keep "possession' of the ball, while moving towards their goal or scoring point. The attacking players aim to score a goal or make the ball touch the serving point. The opposing team tries to intercept the passes or goal shots, maintain possession of the ball and score goals at their scoring end.	Demonstrate and revise kicking skills. Discuss rules of soccer. Play game of soccer. Stop, if necessary, to clarify the rules.	Balls Cones Team strip Whistle	Play a game of soccer and describe the rules.	**Social Studies** Team spirit and co-operation

CURRICULUM GUIDE
PHYSICAL EDUCATION
GRADE 6- SPORTS & GAMES
TOPIC#5 – Chain Gang

OBJECTIVE			Content	Method/Strategy	Materials	Evaluation	Integration
KNOWLEDGE	SKILLS	ATTITUDE					
How to play Chain Gang	Apply striking and throwing skills to game situation	Team Spirit	**The Chain Gang** How to play: Number players. Two teams of batters and fielders. Ball is drop-fed by the striking team. Batter hits ball between 1st and 2nd base and runs around markers followed by all batting team. 1 point for each batter reaching home before fielders can pass ball to back of line. Fielders stop batters by getting ball, passing it back overhead until it reaches end of line. Fielder with ball stands still and others run to make a line behind. Rotation - when all batters have had one turn change sides.	Demonstrate and revise striking and throwing skills. Discuss the rules of 'Chain Gang'. Play the game. Stop if necessary to clarify rules.	Bats Balls Wickets Markers	Play a game of Chain Gang.	**Social Studies** Team spirit and co-operation