






PHYSICAL EDUCATION  
SCHEME OF WORK

<b>TERM 2</b>	10 Weeks
<b>AGE GROUP:</b>	9



WEEK 1-2	TOPIC	JUMPING			
	LEARNING OBJECTIVES	SUGGESTED LEARNING ACTIVITIES	RECOMMENDED RESOURCES	ASSESSMENT	INTEGRATION OF CCE AND SEL
	<ul style="list-style-type: none"> <li>Jump on the spot for 5 counts, with both feet landing</li> <li>Jump vertically continuously for 5 count to touch a target with both feet landing</li> <li>Jump horizontally continuously for 5 counts</li> </ul>	 <p>How To Do _ Spot Jumps (High Jumps)</p> <p>Jump on the spot for 5 counts, with both feet landing</p>  <p>vertical Jump.wmv</p> <p>Jump vertically continuously for 5 count to touch a target</p>  <p>Horizontal jump.mp4</p> <p>Jump horizontally continuously for 5 counts</p>	<p>Marker or Yoga Mat</p> <p>Balloon, ball</p> <p>Fixture or a stand that can tie balloon on it</p> <p>Marker or Chalk</p>		<p>To foster Resilience: Able to complete the task.</p> <p>To foster Responsibility: Responsible for own conduct when performing the task.</p> <p>To foster Integrity: To complete given task without cheating.</p> <p>To foster Care: To take care of one another during the sessions.</p> <p>To foster Harmony: To maintain good relationship with</p>



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					<p>classmates during the sessions.</p> <p>To foster Respect: Respect each other during the sessions by giving encouragement to each other.</p>
WEEK 3-4	<b>TOPIC</b>	<b>JUMPING</b>			
	<b>LEARNING OBJECTIVES</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>ASSESSMENT</b>	<b>INTEGRATION OF CCE AND SEL</b>
	<ul style="list-style-type: none"> <li>Jump from a low raising platform with both feet landing</li> <li>Jump in and out of a hoop with both feet landing</li> <li>Jump in and out of hoops, placed side by side with both feet landing</li> </ul>	 <p>Jump from a low raising platform</p>  <p>Jump in and out of a hoop</p>	<p>Jump from first stair of stairs</p> <p>Low height board</p> <p>Hulahoop</p>		<p>To foster Resilience: Able to complete the task.</p> <p>To foster Responsibility: Responsible for own conduct when performing the task.</p> <p>To foster Integrity: To complete given task without cheating.</p> <p>To foster Care:</p>

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		  <p>Jump from one hoop to another, placed side by side</p>	Hulahoos		<p>To take care of one another during the sessions.</p> <p>To foster Harmony: To maintain good relationship with classmates during the sessions.</p> <p>To foster Respect: Respect each other during the sessions by giving encouragement to each other.</p>
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WEEK 5-6	<b>TOPIC</b>	Hopping			
	<b>LEARNING OBJECTIVES</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>ASSESSMENT</b>	<b>INTEGRATION OF CCE AND SEL</b>
	<ul style="list-style-type: none"> <li>Hop on dominant leg for 5-10 counts</li> <li>Hop in and out of hoops</li> <li>Hop forward and backward</li> </ul>	 KIDDO_ Learn how to hop.mp4  Fundamental Movement Skill_ HO <b><u>Hop on dominant leg for 5-10 counts</u></b> Student will place one hand against wall or hold chair. Upon hearing a	Cones Chair Hulahoos chalk		<p>To foster Resilience: Able to complete the task.</p> <p>To foster Responsibility:</p>

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WEEK 7-8		<p>clap/whistle, she/he will bend knee of hopping leg and push off ground for one hop. Repeat.</p> <p><b><u>Hop in and out of hoops</u></b> Pair-work. Partner lends arm as support to classmate as she/he hops upon hearing a clap/whistle. (May use a hula hoop or draw a circle for students to jump in and out)</p> <p><b><u>Hop forward and backward</u></b> Pair-work. Partner lends arm as support to classmate as she/he hops upon hearing a clap/whistle. (May tape draw a circle or students to hop)</p>			<p>Responsible for own conduct when performing the task.</p> <p>To foster Integrity: To complete given task without cheating.</p> <p>To foster Care: To take care of one another during the sessions.</p> <p>To foster Harmony: To maintain good relationship with classmates during the sessions.</p> <p>To foster Respect: Respect each other during the sessions by giving encouragement to each other.</p>
	TOPIC				
	LEARNING OBJECTIVES	SUGGESTED LEARNING ACTIVITIES	RECOMMENDED RESOURCES	ASSESSMENT	INTEGRATION OF CCE AND SEL

	<ul style="list-style-type: none"> <li>Hop along a straight line of 5m with dominant leg</li> <li>Hop in and out of 5 cones, placed 0.5m apart</li> </ul>	<div data-bbox="743 302 953 412">  </div> <div data-bbox="978 302 1163 412">  <p>Hop along a straight line.mp4</p> </div> <p><b><u>Hop along a straight line of 5m with dominant leg</u></b> Student will hop along the line on the floor (e.g. lines in the basketball court) with dominant leg</p> <div data-bbox="743 651 919 769">  </div> <div data-bbox="932 651 1129 769">  <p>FMPT 13 Functional movement training -</p> </div> <p><b><u>Hop along a straight line</u></b> Group-work. Students stand in a row. Students place hand on the front classmate shoulder for support as she/he hops upon hearing a clap/whistle.</p> <div data-bbox="743 1016 953 1143">  </div> <div data-bbox="968 1032 1163 1143">  <p>One Leg Jump_Fun Game_sports activity</p> </div> <p><b><u>Hopping Race.</u></b> 4 lines drawn with chalk on the floor. Teacher gives signal to start the race. 4 students hop along the line with <u>left leg</u>. The first one to hop till the end of the line is first. Repeat for the <u>right leg</u>.</p>	<p>Chalk whistle</p>		<p>To foster Resilience: Able to complete the task.</p> <p>To foster Responsibility: Responsible for own conduct when performing the task.</p> <p>To foster Integrity: To complete given task without cheating.</p> <p>To foster Care: To take care of one another during the sessions.</p> <p>To foster Harmony: To maintain good relationship with classmates during the sessions.</p> <p>To foster Respect: Respect each other during the sessions by giving encouragement to each other.</p>
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		<p><b><u>Play a game (Hopscotch)</u></b></p>   <p>How to Play Hopscotch.mp4</p>			
WEEK 9-10	<b>TOPIC</b>				
	▪ Revision				