



ZIMBABWE

Ministry of Primary and Secondary Education



# PHYSICAL EDUCATION AND ARTS SYLLABUS 2024-2030

**ECD - GRADE 2**

Curriculum Development and Technical Services  
Box MP 133  
Mt Pleasant  
Harare

@ 2024  
All rights reserved

## **ACKNOWLEDGEMENTS**

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution to the production of the Physical Education and Arts Infant Syllabus:

- The Infant Syllabus Teachers' Panel
- Representatives from Universities and Teachers' Colleges
- The Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organisation (UNESCO)

[Table of Contents](#)

|                               |           |
|-------------------------------|-----------|
| <b>ACKNOWLEDGEMENTS</b> ..... | <b>ii</b> |
|-------------------------------|-----------|

|      |  |    |
|------|--|----|
| 1    | PREAMBLE .....   | 1  |
| 1.1  | Introduction .....   | 1  |
| 1.2  | Rationale .....  | 1  |
| 1.3  | Summary of content .....                                     | 1  |
| 1.4  | Assumptions.....   | 1  |
| 1.5  | Cross-cutting themes .....                                   | 2  |
| 1.6  | Presentation of the syllabus .....                           | 2  |
| 2    | AIMS.....  | 2  |
| 3    | SYLLABUS OBJECTIVES .....                                    | 2  |
| 4    | METHODOLOGY AND TIME ALLOCATION .....                        | 3  |
| 4.1  | Methodology.....   | 3  |
| 4.2  | Time allocation.....   | 4  |
| 5    | SYLLABUS TOPICS .....  | 4  |
| 6    | SCOPE AND SEQUENCE .....                                     | 5  |
| 6.1  | TOPIC 1: SAFETY AND HEALTH .....                             | 5  |
| 6.2  | TOPIC 2: HUMAN BODY .....                                    | 5  |
| 6.3  | TOPIC 3: HISTORY OF ARTS .....                               | 6  |
| 6.4  | TOPIC 4: GYMNASTICS .....                                    | 7  |
| 6.5  | TOPIC 5: PLAY AND GAME SKILLS.....                           | 8  |
| 6.6  | TOPIC 6: CREATIVE PROCESSES AND PERFORMANCE.....             | 9  |
| 6.7  | TOPIC 7: AESTHETIC VALUES AND APPRECIATION.....              | 11 |
| 6.8  | TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY .....        | 12 |
| 6.9  | TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE .....        | 12 |
| 7    | COMPETENCY MATRIX.....                                       | 13 |
| 7.1  | ECD A: TOPIC 1: SAFETY AND HEALTH .....                      | 13 |
| 7.2  | ECD A: TOPIC 2: HUMAN BODY .....                             | 14 |
| 7.3  | ECD A: TOPIC 3: HISTORY OF ARTS.....                         | 15 |
| 7.4  | ECD A: TOPIC 4: GYMNASTICS.....                              | 16 |
| 7.5  | ECD A: TOPIC 5: PLAY AND GAME SKILLS .....                   | 18 |
| 7.6  | ECD A: TOPIC 6: CREATIVE PROCESSES AND PERFORMANCES .....    | 19 |
| 7.7  | ECD A: TOPIC 7: AESTHETIC VALUES AND APPRECIATION .....      | 20 |
| 7.8  | ECD A: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY ..... | 21 |
| 7.9  | ECD A: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE ..... | 22 |
| 7.10 | ECD B: TOPIC 1: SAFETY AND HEALTH.....                       | 22 |
| 7.11 | ECD B: TOPIC 2: HUMAN BODY .....                             | 24 |
| 7.12 | ECD B: TOPIC 3: HISTORY OF ARTS.....                         | 25 |
| 7.13 | ECD B: TOPIC 4: GYMNASTICS.....                              | 27 |

|      |  |                                     |
|------|--|-------------------------------------|
| 7.14 | ECD B TOPIC 5: PLAY AND GAME SKILLS .....                      | 29                                  |
| 7.15 | ECD B: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE.....      | 31                                  |
| 7.16 | ECD B: TOPIC 7: AESTHETIC VALUES AND APPRECIATION .....        | 34                                  |
| 7.17 | ECD B. TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY.....    | 34                                  |
| 7.18 | ECD B TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE.....     | 35                                  |
| 7.19 | GRADE 1: TOPIC 1: SAFETY AND HEALTH.....                       | 36                                  |
| 7.20 | GRADE 1: TOPIC 2: HUMAN BODY .....                             | 37                                  |
| 7.21 | GRADE 1: TOPIC 3: HISTORY OF ARTS .....                        | 38                                  |
| 7.22 | GRADE 1: TOPIC 4: GYMNASTICS .....                             | 41                                  |
| 7.23 | GRADE 1: TOPIC 5: PLAY AND GAME SKILLS .....                   | 42                                  |
| 7.24 | GRADE 1: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE.....    | 44                                  |
| 7.25 | GRADE 1: TOPIC 7: AESTHETIC VALUES AND APPRECIATION .....      | 46                                  |
| 7.26 | GRADE 1: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY ..... | 47                                  |
| 7.27 | GRADE 1: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE ..... | 48                                  |
| 7.28 | GRADE 2: TOPIC 1: SAFETY AND HEALTH.....                       | 48                                  |
| 7.29 | GRADE 2: TOPIC 2: HUMAN BODY .....                             | 50                                  |
| 7.30 | GRADE 2: TOPIC 3: HISTORY OF ARTS .....                        | 51                                  |
| 7.31 | GRADE 2: TOPIC 4: GYMNASTICS .....                             | 52                                  |
| 7.32 | GRADE 2: TOPIC 5: PLAY AND GAME SKILLS .....                   | 53                                  |
| 7.33 | GRADE 2: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE.....    | 57                                  |
| 7.34 | GRADE 2: TOPIC 7: AESTHETIC VALUES AND APPRECIATION .....      | 59                                  |
| 7.35 | GRADE 2: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY ..... | 60                                  |
| 7.36 | GRADE 2: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE ..... | 60                                  |
| 8    | ASSESSMENT .....   | 62                                  |
| 8.1  | Assessment Objectives.....                                     | 62                                  |
| 8.2  | Assessment Model .....   | 62                                  |
| 8.3  | Scheme of Assessment .....                                     | 63                                  |
| 8.4  | School – Based Project Assessment Scheme .....                 | 64                                  |
| 8.5  | ASSESSMENT INSTRUMENTS .....                                   | 64                                  |
| 8.6  | INFANT LEVEL ASSESSMENT MATRIX.....                            | <b>Error! Bookmark not defined.</b> |
| 8.7  | SCHEME OFASSESSMENT .....                                      | <b>Error! Bookmark not defined.</b> |

# 1 PREAMBLE

## 1.1 Introduction

This Heritage-Based Physical Education and Arts Syllabus is designed for Infant teaching and learning (ECD A to Grade 2). It enables learners to discover their potential; and cherish their traditions and culture within the diversity that Zimbabwe is endowed with. It outlines core study areas in Physical Education and Arts with some topics presented in a thematic approach. The syllabus aims to develop learners socially, physically, cognitively and emotionally. The syllabus intends to develop in learners an understanding and appreciation of Physical Education and Arts embracing the unique Zimbabwean culture. The syllabus follows a developmental play-based approach that develops learners' aesthetic values, health and well-being. It also develops Physical Education and Arts programmes aligned with curricular standards, promotes student learning, and contributes to the overall health and well-being while preparing Zimbabwe's future podium performers who cherish their country and represent it with pride.

## 1.2 Rationale

This Infant Physical Education and Arts Syllabus enables learners to discover their identity, cherish their traditions and culture within the diversity that Zimbabwe is endowed with. It is therefore imperative for learners to acquire competencies in Physical Education and Arts. The learning area plays an important role in the total growth and development of the learner for a life-long physically-active healthy life. The learning area encourages learners to explore their individual learner uniqueness, appreciate the aesthetic values of performances and art in Zimbabwe.

## 1.3 Summary of content

This Infant Physical Education and Arts Syllabus is a culmination of merged content from Physical Education, Mass Displays, Dance, Music, Theatre, and Visual Arts. It covers theory and practical activities in Safety and Health, the Human body, History of Arts, Gymnastics, Play and Game Skills, Creative Processes and Performance, Aesthetic Values and Appreciation, Physical Education and Arts Technology, and Physical Education and Arts Enterprise. This enables learners to be exposed to various Physical Education and Arts activities.

## 1.4 Assumptions

The syllabus assumes that learners have inert abilities to:

- express themselves through music
- respond to given stimuli
- enjoy play
- manipulate various objects in their environment
- participate in physical activities

- appreciate the aesthetics in the environment
- use ICT and E-learning tools in Physical Education and Arts
- explore elements and principles of design
- use voices, gestures, and sign language to express themselves

### **1.5 Cross-cutting themes**

The Physical Education and Arts syllabus encompasses cross-cutting themes that include:

- Disaster and risk management
- Climate change
- ICT
- Business enterprise
- Career Guidance
- Children's rights and responsibilities
- Health and well-being
- Ubuntu/Unhu/Vumunhu

### **1.6 Presentation of the syllabus**

The Infant Physical Education and Arts syllabus is presented as a single document that comprises Physical Education and Arts content with topics that are both progressive and thematic.

## **2 AIMS**

The syllabus aims to enable learners to:

- 2.1. make informed decisions about safety, health, and well-being
- 2.2. develop Physical Education and Arts literacy
- 2.3. develop team-building skills, psychomotor skills, confidence, self-esteem, sense of fun and enjoyment for edutainment
- 2.4. appreciate aesthetics in artistic expression, heritage and diverse cultural values
- 2.5. foster collective spirit based on Zimbabwean norms and values (Ubuntu/Unhu/Vumunhu)
- 2.6. create and express feelings through Physical Education and Arts
- 2.7. use technology in Physical Education and Arts innovations and enterprise skills

## **3 SYLLABUS OBJECTIVES**

By the end of the Infant School Module, learners should be able to:

- 3.1 apply knowledge of safety and health related to themselves, others, equipment and the environment
- 3.2 promote hygienic practices and healthy eating habits
- 3.3 identify different parts of the body
- 3.4 demonstrate functions and caring for their human body parts
- 3.5 apply motor skills and fitness through participation in physical activities
- 3.6 recognise dance, music, theatre and visual artworks and artefacts
- 3.7 demonstrate teamwork, sportsmanship, fair play and partnership
- 3.8 appreciate and protect other people's work
- 3.9 evaluate the impact of technology and innovation in Physical Education and Arts

## **4 METHODOLOGY AND TIME ALLOCATION**

### **4.1 Methodology**

The Physical Education and Arts methods in Infant School Module employ learner-centered and multi-sensory strategies and approaches. Individualisation, concreteness, unity and stimulation principles should help to improve the application of the following methods:

- Song and dance
- Storytelling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Quizzes
- Poems
- Rhymes
- Demonstration
- Discovery and guided discovery
- Practice
- Problem-solving
- Experimentation
- Word games and puzzles

- Command
- Reciprocal
- Virtual learning

#### **4.2 Time allocation**

- Early Childhood Development (ECD A-B) shall have ten (10) 20-minute periods per week.
- Grade 1 and 2 shall have eight (8) 30-minute periods per week. Implementation of targeted physical activities shall go beyond the normal eight periods. These shall be done as per school environment.

## **5 SYLLABUS TOPICS**

5.1 Safety and Health

5.2 Human body

5.3 History of Arts

5.4 Gymnastics

5.5 Play and Game Skills

5.6 Creative Processes and Performance

5.7 Aesthetic Values and Appreciation

5.8 Physical Education and Arts Technology

5.9 Physical Education and Arts Enterprise

## 6 SCOPE AND SEQUENCE

### 6.1 TOPIC 1: SAFETY AND HEALTH

| TOPIC  | ECD A   | ECD B  | GRADE 1   | GRADE 2   |
|--------|---|--|---|---|
| Safety | <ul style="list-style-type: none"> <li>• Safety rules<br/>-with self<br/>-with others</li> </ul>  | <ul style="list-style-type: none"> <li>• Safety rules with self and others</li> <li>• Safety rules in and around the play area</li> <li>• Safe handling, storage, and use of apparatus</li> </ul>    | <ul style="list-style-type: none"> <li>• safety rules<br/>- with self and others<br/>- in and around the environment</li> <li>• Rules and regulations on the use of apparatus, equipment, instruments and objects.</li> </ul> | <ul style="list-style-type: none"> <li>• safety rules<br/>- with self and others<br/>- in and around the environment with paraphernalia</li> <li>• Rules and regulations on the use, storage and care of apparatus, equipment and instruments.</li> </ul> |
| Health | <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Personal and environmental hygiene</li> <li>• Healthy foods</li> <li>• Health and wellness tests and measurements</li> </ul> | <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Healthy eating</li> <li>• Personal and environmental hygiene</li> <li>• Health and wellness tests and measurements</li> </ul> | <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• healthy eating habits</li> <li>• Personal and environmental hygiene</li> <li>• Health and wellness tests and measurements</li> </ul>                   | <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Healthy eating habits</li> <li>• Personal and environmental hygiene</li> <li>• Health and wellness tests and measurements</li> </ul>   |

### 6.2 TOPIC 2: HUMAN BODY

| TOPIC | ECD A | ECD B | GRADE 1 | GRADE 2 |
|-------|-------|-------|---------|---------|
|-------|-------|-------|---------|---------|

|            |  |  |  |  |
|------------|--|--|--|--|
| Body parts | <ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• Different sexes of human beings</li> <li>• Left and right orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body and their functions</li> <li>• Different sexes of human beings</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body, their functions and care</li> <li>• Different sexes of human beings</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body, their functions and care</li> <li>• Different sexes of human beings</li> </ul> |
|------------|--|--|--|--|

### 6.3 TOPIC 3: HISTORY OF ARTS

| SUB-TOPIC   | ECD A  | ECD B   | GRADE 1   | GRADE 2   |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Music and dance</li> </ul> <p><i>NB. Learners should be taught indigenous musical instruments found in their local areas</i></p> | <ul style="list-style-type: none"> <li>• Indigenous artworks                             <ul style="list-style-type: none"> <li>- Game songs</li> <li>- Folk songs</li> <li>- Lullabies</li> <li>- Gospel</li> <li>- Dances</li> </ul> </li> <li>• Indigenous musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Music                             <ul style="list-style-type: none"> <li>- music and musicians in the past and present</li> <li>- Game songs</li> <li>- Folk songs</li> <li>- Lullabies</li> </ul> </li> <li>• Simple percussion instruments                             <ul style="list-style-type: none"> <li>- clappers</li> <li>- drums</li> <li>- triangles</li> <li>- shakers</li> <li>- jingles</li> </ul> </li> <li>• Dance                             <ul style="list-style-type: none"> <li>- local and contemporary</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Folktale songs</li> <li>• Music from the past and present cultures</li> <li>• Musicians and composers                             <ul style="list-style-type: none"> <li>• Music and dance ceremonies</li> <li>• Different types of dances</li> </ul> </li> <li>• Dance styles and costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Music from the community.                             <ul style="list-style-type: none"> <li>- Jakwara/nhimbe/ilima songs</li> <li>-</li> <li>• Ceremonial songs</li> <li>-War songs</li> <li>- Game songs</li> <li>- Jiti songs</li> <li>- Wedding songs</li> </ul> </li> <li>• Dance styles, props and costumes</li> </ul> |
| Visual arts in the past and present   | <ul style="list-style-type: none"> <li>• Artefacts and artworks                             <ul style="list-style-type: none"> <li>- Photographs</li> <li>- Indigenous kitchen utensils</li> <li>- Modern kitchen utensils</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Artefacts and artworks</li> <li>• Two dimensional (2D) artworks                             <ul style="list-style-type: none"> <li>- Different media</li> </ul> </li> <li>• Primary colours</li> <li>Painting</li> </ul>   | <ul style="list-style-type: none"> <li>• Artefacts and artworks                             <ul style="list-style-type: none"> <li>- Models and drawings</li> <li>- Wooden carvings and stone sculptures</li> </ul> </li> <li>• Paintings</li> </ul>  | <ul style="list-style-type: none"> <li>• Artefacts and artworks                             <ul style="list-style-type: none"> <li>- Models and drawings</li> <li>- Wooden carvings and stone sculptures</li> <li>- Paintings</li> <li>- Pottery</li> </ul> </li> </ul>   |

| SUB-TOPIC | ECD A   | ECD B   | GRADE 1   | GRADE 2   |
|-----------|---|---|---|---|
|           |   | <ul style="list-style-type: none"> <li>• Printing</li> <li>• Drawing</li> <li>• Mixed media constructions</li> </ul>  |   |   |
| Theatre   | <ul style="list-style-type: none"> <li>• Children’s theatre performances from past and present</li> <li>• Fairy tales, folk tales</li> <li>• Animation</li> </ul> | <ul style="list-style-type: none"> <li>• Children’s theatre performances from past and present</li> <li>• Family members and their roles</li> <li>• Folktales</li> <li>• Animation</li> </ul> | <ul style="list-style-type: none"> <li>• Children's Theatre</li> <li>• Animation</li> <li>• Folktales</li> <li>• Fairytales</li> <li>• Community characters</li> <li>• Community Stories</li> </ul> | <ul style="list-style-type: none"> <li>• Role of theatre</li> <li>• Children’s theatre performances</li> <li>• Animation</li> <li>• Film</li> <li>• Role of an actor</li> <li>• Role of the audience</li> </ul> |

**6.4 TOPIC 4: GYMNASTICS**

| SUB-TOPIC               | ECD ‘A’  | ECD ‘B’   | GRADE 1   | GRADE 2  |
|-------------------------|--|---|---|--|
| Weight Bearing/Balances | <ul style="list-style-type: none"> <li>• Basic general balances                             <ul style="list-style-type: none"> <li>- Individually</li> <li>- In pairs</li> <li>- In groups</li> </ul> </li> <li>• Moderate balances</li> </ul> | <ul style="list-style-type: none"> <li>• Basic general balances                             <ul style="list-style-type: none"> <li>- In pairs</li> <li>- In groups</li> <li>- On apparatus</li> </ul> </li> <li>• Balancing and creating shapes and formations.</li> <li>• Moderate balances</li> </ul> | <ul style="list-style-type: none"> <li>• Balancing on or with prescribed apparatus</li> <li>• Balancing and creating prescribed shapes and formations</li> <li>• Moderate balances</li> </ul> | <ul style="list-style-type: none"> <li>• Balancing on or with prescribed apparatus</li> <li>• Balancing and creating enhanced shapes and formations</li> <li>• Moderate balances</li> <li>• Weight transfer</li> </ul> |

|  |   |  |  |   |
|--|---|--|--|---|
| Locomotion/movement<br>- Elementary Movement | <ul style="list-style-type: none"> <li>• One-time motion</li> <li>• Continuous motion</li> </ul>  | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> </ul> | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> </ul> | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• Moving with or on apparatus</li> </ul> |
| Coordination Skills                          | <ul style="list-style-type: none"> <li>• Basic concepts of coordination</li> <li>- walking</li> <li>- throwing</li> <li>- catching</li> </ul> | <ul style="list-style-type: none"> <li>• Basic concepts of coordination</li> <li>- Balance</li> <li>- Weight transfer</li> </ul>                               | <ul style="list-style-type: none"> <li>• Basic concepts of coordination</li> <li>- Balance</li> <li>- Weight transfer</li> <li>• Skills of coordination with apparatus</li> </ul>                          | <ul style="list-style-type: none"> <li>• Basic concepts of coordination</li> <li>- Balance</li> <li>- Weight transfer</li> <li>• Coordination</li> <li>- Formations</li> <li>- Stimuli</li> </ul>   |

### 6.5 TOPIC 5: PLAY AND GAME SKILLS

| SUB-TOPIC                         | ECD 'A'   | ECD 'B'   | GRADE 1   | GRADE 2   |
|-----------------------------------|---|---|---|---|
| Sending, Receiving and Travelling | <ul style="list-style-type: none"> <li>• Receiving objects with hands and feet</li> <li>• Throwing, kicking and striking without apparatus</li> <li>• Dodging</li> <li>• Chasing</li> </ul> | <ul style="list-style-type: none"> <li>• Sending and receiving using multiple dimensions</li> <li>• Sending and receiving using equipment</li> <li>• Throwing, kicking and striking with or without apparatus</li> <li>• Moving with or without apparatus for speed, space, distance and direction</li> </ul> | <ul style="list-style-type: none"> <li>• Receiving from multiple dimensions</li> <li>• Receiving using equipment</li> <li>• Throwing, kicking and striking with or without apparatus using multiple dimensions</li> </ul> | <ul style="list-style-type: none"> <li>• Receiving from multiple directions</li> <li>• Receiving using equipment</li> <li>• Sending skills with a variety of directions</li> <li>• moving with or without apparatus for speed, space, distance, direction, height, shielding and positioning</li> </ul> |

|                |   |  |   |  |
|----------------|---|--|---|--|
| Kids Athletics | <ul style="list-style-type: none"> <li>• Free running</li> <li>• High knee running on the balls of the feet</li> <li>• Free throwing</li> <li>• Target throw for distance</li> <li>• Guided jumping</li> <li>• Hoping and standing jumps</li> </ul> | <ul style="list-style-type: none"> <li>• Running on the balls of the feet and lifting knees</li> <li>• Target throw for distance and height</li> <li>• Knee throws</li> <li>• Two-foot jump in one direction</li> <li>• Guided jumping</li> <li>• Two-foot jumping skills in all directions</li> </ul> | <ul style="list-style-type: none"> <li>• Running                         <ul style="list-style-type: none"> <li>- on the balls of the feet</li> <li>- lifting knees</li> <li>- bending elbows</li> </ul> </li> <li>• Rotational throwing</li> <li>• Whole body throwing</li> <li>• Sideways, horizontal and vertical jumping over obstacles</li> <li>• Continuous single and double-footed jumps</li> <li>• Tests and measurements</li> </ul> | <ul style="list-style-type: none"> <li>• Running                         <ul style="list-style-type: none"> <li>- Bend running</li> <li>- On the balls of the feet</li> <li>- Obstacle clearing</li> </ul> </li> <li>• Opposite arm and leg action</li> <li>• Rotational throwing for distance</li> <li>• Rotational throwing for accuracy</li> <li>• Forward squat jumping (leaping) for distance</li> <li>• Hopping, cross-hopping and continuous jumping</li> </ul> |
| Aquatic skills | <ul style="list-style-type: none"> <li>• Aquatic safety                         <ul style="list-style-type: none"> <li>-safe entry</li> <li>- play</li> <li>- exit</li> </ul> </li> <li>• Splashing</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Aquatic safety                         <ul style="list-style-type: none"> <li>-safe entry</li> <li>- play</li> <li>- exit</li> </ul> </li> <li>• Assisted floating</li> <li>• Gliding and splashing</li> </ul>  | <ul style="list-style-type: none"> <li>• Aquatic safety                         <ul style="list-style-type: none"> <li>-safe entry</li> <li>- play</li> <li>- exit</li> <li>- submerging</li> </ul> </li> <li>• Floating                         <ul style="list-style-type: none"> <li>- With apparatus</li> <li>- Without apparatus</li> </ul> </li> <li>• Gliding, splashing and stroking</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Aquatic safety                         <ul style="list-style-type: none"> <li>-safe entry</li> <li>- play</li> <li>- exit</li> <li>- submerging</li> </ul> </li> <li>• Floating                         <ul style="list-style-type: none"> <li>- With apparatus</li> <li>- Without apparatus</li> </ul> </li> <li>• Gliding, splashing and stroking</li> </ul>  |

**6.6 TOPIC 6: CREATIVE PROCESSES AND PERFORMANCE**

| SUB-TOPIC | ECD A  | ECD B  | GRADE 1   | GRADE 2   |
|-----------|--|--|---|---|
| Music     | <ul style="list-style-type: none"> <li>• Pitch identification (high and low sounds)</li> <li>• Body percussion to accompany short motifs</li> <li>• Improvisation of melodies</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification (high medium and low sounds)</li> <li>• Body percussion to accompany short motifs</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification in short melodies</li> <li>• Body percussion to accompany short motifs</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification in songs</li> <li>• Body percussion to accompany short motifs</li> <li>• Improvised melodies for instruments</li> </ul> |

| SUB-TOPIC   | ECD A   | ECD B  | GRADE 1   | GRADE 2   |
|-------------|---|--|---|---|
|             | <ul style="list-style-type: none"> <li>Oral reading of basic note values (crotchet and minim)</li> </ul>  | <ul style="list-style-type: none"> <li>Improvise melodies using instruments</li> <li>Create accompaniments using voice and a variety of instruments</li> <li>Oral reading of basic note values (crotchet, minim and quaver)</li> </ul>   | <ul style="list-style-type: none"> <li>Improvise melodies for instruments</li> <li>Percussion instruments in short melodies</li> <li>Composition, arrangement and improvisation of songs</li> <li>Oral reading of basic note values</li> </ul>  | <ul style="list-style-type: none"> <li>Percussion instruments in short melodies and songs</li> <li>Composition, arrangement and improvisation of melodies</li> <li>Oral reading of basic note values</li> </ul>   |
| Visual Arts | <ul style="list-style-type: none"> <li>Sculpture:                             <ul style="list-style-type: none"> <li>Modelling</li> <li>Molding</li> </ul> </li> <li>Painting</li> <li>Drawing</li> <li>Mixed media</li> </ul>          | <ul style="list-style-type: none"> <li>Two dimensional (2D) constructions</li> <li>Construction of artworks                             <ul style="list-style-type: none"> <li>Different media</li> </ul> </li> <li>Primary colours</li> <li>Painting</li> <li>Printing</li> <li>Drawing</li> <li>Mixed media</li> </ul> | <ul style="list-style-type: none"> <li>Three - dimensional (3D) media</li> <li>Elements of design</li> <li>Primary and secondary colours</li> <li>Picture collage</li> </ul>  | <ul style="list-style-type: none"> <li>Three-dimensional media</li> <li>Elements and principles of design</li> <li>Colour wheel</li> <li>Drawing and painting</li> <li>Crafting objects</li> </ul>  |
| Theatre     | <ul style="list-style-type: none"> <li>Call and response games</li> <li>Children's play</li> <li>Tableau /still pictures                             <ul style="list-style-type: none"> <li>myself and my family</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Movement and rhythm – theatre games</li> <li>Story telling</li> <li>Pantomime</li> <li>Tableau/still pictures                             <ul style="list-style-type: none"> <li>my friends</li> </ul> </li> <li>Costumes and props</li> </ul>                                    | <ul style="list-style-type: none"> <li>Theatre games                             <ul style="list-style-type: none"> <li>Trust-building games</li> </ul> </li> <li>Improvisation of appropriate age stories</li> <li>Pantomime</li> <li>Tableau/Still Pictures                             <ul style="list-style-type: none"> <li>community members</li> </ul> </li> <li>Costumes and props</li> <li>Picture book reading</li> </ul> | <ul style="list-style-type: none"> <li>Theatre games                             <ul style="list-style-type: none"> <li>cooperation skills and concentration</li> </ul> </li> <li>Story outline</li> <li>Tableau/still pictures                             <ul style="list-style-type: none"> <li>National Leaders</li> </ul> </li> <li>Costume and prop usage</li> <li>Improvisation of stories from picture books</li> </ul> |
| Dance       | <ul style="list-style-type: none"> <li>Movement                             <ul style="list-style-type: none"> <li>daily tasks and activities</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Movement and emotions                             <ul style="list-style-type: none"> <li>movement patterns</li> </ul> </li> <li>Response to stimuli</li> </ul>  | <ul style="list-style-type: none"> <li>Movement problems</li> <li>Movement, music and rhymes</li> </ul>   | <ul style="list-style-type: none"> <li>Movement patterns and sequence</li> <li>Movement problems</li> </ul>   |

| SUB-TOPIC | ECD A   | ECD B   | GRADE 1   | GRADE 2  |
|-----------|---|---|---|--|
|           | <ul style="list-style-type: none"> <li>• Visual and sound stimuli</li> <li>• Music and rhythms</li> </ul> | <ul style="list-style-type: none"> <li>• Response to music, rhythm and sound</li> </ul> | <ul style="list-style-type: none"> <li>• Movement sequence, patterns and shapes</li> <li>• Movement and emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Shapes and movement – fast and slow tempo</li> <li>• Dance phases</li> <li>• Group dynamics in dance</li> </ul> |

**6.7 TOPIC 7: AESTHETIC VALUES AND APPRECIATION**

| SUB-TOPIC                              | ECD A  | ECD B   | GRADE 1  | GRADE 2  |
|--|--|---|--|--|
| Arts aesthetic values and appreciation | <ul style="list-style-type: none"> <li>• Music and movement</li> <li>• Artworks within the home</li> <li>• Puppetry appreciation</li> <li>• Theatre and dance appreciation skills</li> <li>• Meaning of dance</li> <li>• Appreciation skills:                             <ul style="list-style-type: none"> <li>- clapping,</li> <li>- smiling,</li> <li>- facial expression</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Music and movement</li> <li>• Artworks within their school</li> <li>• Puppetry appreciation</li> <li>• Animation appreciation</li> <li>• Theatre and dance appreciation skills</li> <li>• Participatory audience</li> <li>• Types of dances</li> </ul> | <ul style="list-style-type: none"> <li>• Ideas and moods through music</li> <li>• Artworks within the community</li> <li>• Puppetry appreciation</li> <li>• Animation appreciation</li> <li>• Theatre and dance appreciation skills</li> <li>• Dance formations                             <ul style="list-style-type: none"> <li>- shapes</li> <li>- levels</li> <li>- directions</li> <li>- tempos</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts appreciation skills.</li> <li>• Physical Education and Arts Movement</li> <li>• Artworks within the community</li> <li>• Puppetry and animation appreciation</li> <li>• Live performance appreciation</li> <li>• Actor’s performance</li> <li>• Message and moral values of the story</li> <li>• Communication in dance and theatre                             <ul style="list-style-type: none"> <li>- mood</li> <li>- ideas</li> </ul> </li> </ul> |

**6.8 TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY**

| TOPIC                                  | ECD A   | ECD B   | GRADE 1  | GRADE 2  |
|--|---|---|--|--|
| Physical Education and Arts Technology | <ul style="list-style-type: none"> <li>• Equipment used in Physical Education and Arts at home</li> <li>• Animated shadows and silhouettes</li> <li>• Story pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts equipment at school</li> <li>• Lighting equipment</li> <li>• Animated shadows and silhouettes</li> <li>• Story pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts equipment in the community</li> <li>• Audio and visual music recording</li> <li>• Musical icons and symbols</li> <li>• Ethics in arts and the internet</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts equipment and their care in society</li> <li>• Music composition and recording</li> <li>• Physical Education and Arts technological tools in society</li> <li>• Physical education and Arts Software</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Sounds from the environment with heritage meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Sounds from the environment with heritage meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Lighting and mood -character and objects</li> <li>Ethics, theatre and the internet</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides picture story: -character and conflict</li> <li>• Digital theatre</li> <li>• Ethics, theatre and the internet</li> </ul>   |

**6.9 TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE**

| TOPIC                                  | ECD A   | ECD B   | GRADE 1  | GRADE 2  |
|--|---|---|--|--|
| Physical Education and Arts Enterprise | Careers:<br>-Physical Education and Arts                                    | Careers:<br>-Physical Education and Arts                                      | Careers:<br>-Physical Education and Arts   | Careers:<br>-Physical Education and Arts                                       |
|  | <ul style="list-style-type: none"> <li>• Marketing media at home</li> </ul> | <ul style="list-style-type: none"> <li>• Marketing media at school</li> </ul> | <ul style="list-style-type: none"> <li>• Marketing media in the community</li> </ul> | <ul style="list-style-type: none"> <li>• Marketing media in society</li> </ul> |

| TOPIC | ECD A  | ECD B  | GRADE 1  | GRADE 2  |
|-------|--|--|--|--|
|       | Business ethics <ul style="list-style-type: none"> <li>• soft skills</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul> | Business ethics <ul style="list-style-type: none"> <li>• soft skills</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul> | Business ethics <ul style="list-style-type: none"> <li>• soft skills</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul> | Business ethics <ul style="list-style-type: none"> <li>• soft skills</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul> |

## 7 COMPETENCY MATRIX

### 7.1 ECD A: TOPIC 1: SAFETY AND HEALTH

| SUB-TOPIC    | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCES AND MATERIALS  |
|--------------|--|--|--|--|
| Safety rules | <ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment</li> <li>• state play area safety rules</li> <li>• say out safety rules and regulations to be followed with and without playing objects</li> <li>• demonstrate various ways of caring for the environment</li> </ul> | <ul style="list-style-type: none"> <li>• Hazardous objects</li> <li>• Safety rules with self and others</li> <li>• Safety rules in Physical Education and Arts play areas</li> </ul> | <ul style="list-style-type: none"> <li>• Classifying or sorting objects as hazardous and non-hazardous</li> <li>• Collecting litter around the environment</li> <li>• Suggesting safety rules pertaining to Physical Education and Arts</li> <li>• Saying out safety rules pertaining to Physical Education and Arts</li> <li>• Discussing various ways of caring for the environment</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>• Mats</li> <li>• Equipment within the ECD play centre</li> <li>• Tyres</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Skittles</li> <li>• Age-appropriate and safe equipment</li> <li>• Resource person</li> </ul> |
| Health       | <ul style="list-style-type: none"> <li>• exercise daily to maintain physical fitness and mental health</li> </ul>  | <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Personal and environmental hygiene</li> <li>• Healthy foods</li> </ul>  | <ul style="list-style-type: none"> <li>• Playing and exercising to keep healthy and fit</li> <li>• Participating in loco-motor activities such as walking,</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Swings</li> <li>• Monkey bars</li> <li>• Pictures</li> <li>• Models of toothbrushes</li> </ul>  |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• exercise daily to enhance muscular development, strength and body coordination</li> <li>• explain the dangers of poor hygiene practices</li> <li>• name healthy and unhealthy foods</li> <li>• identify good eating habit</li> <li>• perform testing and measurement of fitness components</li> </ul> | <ul style="list-style-type: none"> <li>• Health and wellness tests and measurements</li> </ul> | <p>running, jumping, leaping, hopping, skipping</p> <ul style="list-style-type: none"> <li>• Demonstrating axial movement activities such as bending, stretching, lifting and twisting</li> <li>• Sliding</li> <li>• Swinging</li> <li>• Aerobic Dances</li> <li>• Dramatizing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing health-related pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Paper</li> <li>• Toothpaste</li> <li>• Water</li> <li>• Brushes</li> <li>• Books with songs and stories</li> <li>• Resource person</li> <li>• Charts on health issues</li> <li>• ICT tools</li> <li>• Puppets</li> <li>• Food samples</li> <li>• Household tools</li> <li>• Skipping ropes</li> <li>• See saws</li> <li>• Springboards</li> <li>• Locally available resources such as ashes for sanitation</li> </ul> |
|--|--|--|--|--|

**7.2 ECD A: TOPIC 2: HUMAN BODY**

| <b>SUB-TOPIC</b> | <b>OBJECTIVES:<br/>Learners should be able to:</b>  | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES</b>  | <b>SUGGESTED RESOURCES AND MATERIALS</b>  |
|------------------|---|--|--|---|
| Body parts       | <ul style="list-style-type: none"> <li>• identify and name parts of the human body</li> <li>• differentiate between males and females</li> <li>• Demonstrate left-to-right orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body</li> <li>• Human beings are of different sexes</li> <li>• Left and right orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “touch your head “</li> <li>• Identifying and naming parts of the body</li> <li>• Modelling a human body</li> <li>• Drawing the human body</li> <li>• Fitting jigsaw puzzles of males and females</li> </ul> | <ul style="list-style-type: none"> <li>• PE and Arts Play area</li> <li>• Manipulative and block play area</li> <li>• Songs and rhymes</li> <li>• Charts of the human body</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> </ul> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Demonstrating left to right orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Clay/ play dough/ papier mache</li> <li>• Paper glue</li> <li>• Educational magazines</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> </ul> |
|--|--|--|---|--|

### 7.3 ECD A: TOPIC 3: HISTORY OF ARTS

| TOPIC / CONCEPT   | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES AND NOTES  | RESOURCES   |
|---|---|---|---|---|
| <p><b>Music and Dance</b></p> <ul style="list-style-type: none"> <li>• Music and Dance: past and present</li> <li>• Musical instruments: past and present</li> </ul> <p><i>NB: Learners to be taught indigenous musical</i></p> | <ul style="list-style-type: none"> <li>• identify folk music in the past and present</li> <li>• name local musicians</li> <li>• Discuss the role of music and dance in different ceremonies in the past and present.</li> <li>• sing songs from various cultures within the community</li> <li>• identify community dances</li> <li>• dance to a variety of music from the community</li> <li>• identify dance styles and their costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Indigenous artworks                             <ul style="list-style-type: none"> <li>- Singing games</li> <li>- Folk songs</li> <li>- Lullabies</li> <li>- Gospel</li> <li>- Dances</li> </ul> </li> <li>• Indigenous Musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing the role of music, musicians and composers, in past and present cultures</li> <li>• Mimicking past and present songs from the local environment</li> <li>• Constructing jigsaw puzzles of past and present musicians</li> <li>• Playing video clips on smartphones and computers</li> <li>• Identifying posters of local musicians</li> <li>• Moving to rhythms played on un-pitched instruments</li> <li>• Miming to past and present songs</li> <li>• Playing percussion instruments with song accompaniment</li> <li>• Playing and acting out game songs from the local environment</li> </ul> | <ul style="list-style-type: none"> <li>• Music play area                             <ul style="list-style-type: none"> <li>- CDs with recorded music</li> <li>- Jig-saw puzzles</li> <li>- Pictures of musicians</li> <li>- Video clips</li> <li>- Radio</li> <li>- TVs</li> <li>- Tape recorders</li> <li>- percussion instruments</li> <li>- Props and costumes</li> </ul> </li> </ul> |

| TOPIC / CONCEPT  | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES AND NOTES  | RESOURCES  |
|--|--|--|---|--|
| <i>instruments found in their areas</i>  |  |  | <ul style="list-style-type: none"> <li>Discussing the role of music, musicians and composers, in past and present cultures</li> </ul>   |  |
| Visual arts <ul style="list-style-type: none"> <li>Visual arts in the past and present</li> </ul>  | <ul style="list-style-type: none"> <li>identify Artefacts in the home environment</li> <li>identify visual artists and their works in the home environment</li> <li>categorise artists according to their fields</li> <li>group artefacts according to their use in the local environment</li> </ul>   | <ul style="list-style-type: none"> <li>Artefacts and artworks               <ul style="list-style-type: none"> <li>Photographs</li> <li>Kitchen utensils</li> <li>Sculptures</li> <li>Paintings</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Naming artefacts found in home environment</li> <li>Identifying visual artists and their works in the home environment</li> <li>Identifying paintings from the past and present</li> <li>Drawing Artefacts found in the home environment</li> <li>Photographing Artefacts found in the home</li> </ul> | <ul style="list-style-type: none"> <li>Visual Arts Play Area:               <ul style="list-style-type: none"> <li>Reeds</li> <li>Wool and strings</li> <li>Grass</li> <li>Coloured paper</li> <li>Play-dough</li> <li>Magazines</li> <li>ICT tools</li> <li>Artist's portfolios</li> <li>Paintings</li> <li>Monster crayons</li> <li>Picture puzzles</li> </ul> </li> </ul> |
| Theatre <ul style="list-style-type: none"> <li>Children's theatre performances from past and present</li> <li>Fairytales and folktales</li> <li>Animation</li> </ul> | <ul style="list-style-type: none"> <li>State role of children's theatre in the home environment               <ul style="list-style-type: none"> <li>respond to a variety of theatre animation performances from past and present culture in the home</li> </ul> </li> <li>Narrate fairytales and folktales</li> <li>Imitate theatre performances in the home</li> </ul> | <ul style="list-style-type: none"> <li>Children's theatre performances from past and present</li> <li>Fairytales and folktales</li> <li>Animation</li> </ul>   | <ul style="list-style-type: none"> <li>Stating the role of theatre and animation in the home environment</li> <li>Watching theatre performances</li> <li>Watching animation</li> <li>Imitating characters in plays</li> <li>Listening to stories</li> <li>Narrating fairytales and folktales</li> </ul>                                       | Theatre play area <ul style="list-style-type: none"> <li>Lights</li> <li>Torches</li> <li>Candles</li> <li>ICT tools</li> <li>Sunlight</li> <li>Resource person</li> <li>Picture books</li> <li>Theatre books</li> </ul>   |

#### 7.4 ECD A: TOPIC 4: GYMNASTICS

| SUB-TOPIC                                      | OBJECTIVES<br>Pupils should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCES   |
|--|--|---|--|---|
| Weight-bearing /Balances                       | <ul style="list-style-type: none"> <li>● balance on different points</li> <li>● perform coordinated movements</li> </ul>   | <ul style="list-style-type: none"> <li>● Basic general balances                             <ul style="list-style-type: none"> <li>- individually</li> <li>- pairs</li> <li>- groups</li> </ul> </li> <li>● Minor balances</li> </ul> | <ul style="list-style-type: none"> <li>● Balancing on one, two, three and four points</li> <li>● Transferring and bearing weight through balancing on each other</li> </ul>  | <ul style="list-style-type: none"> <li>- ICT tools</li> <li>- Mats</li> <li>- Stability boards</li> <li>- Hand weights</li> </ul> |
| Locomotion/movements<br>- elementary movements | <ul style="list-style-type: none"> <li>● demonstrate the ability to perform accurate one-time motion</li> <li>● perform smooth continuous motion</li> <li>● apply rhythm to everyday movement</li> </ul>   | <ul style="list-style-type: none"> <li>● One time motion</li> <li>● Continuous motion</li> </ul>  | <ul style="list-style-type: none"> <li>● Jumping, kicking. Walking in response to one-time stimuli</li> <li>● Running dancing, skipping, aerobics in response to continuous motion</li> <li>● Making free movement to recorded music</li> <li>● Listening and responding to happy songs</li> </ul>                               | <ul style="list-style-type: none"> <li>- ICT tools</li> <li>- Mats</li> <li>- Stability boards</li> <li>- Hand weights</li> </ul> |
| Coordination                                   | <ul style="list-style-type: none"> <li>● Exhibit coordination elements</li> <li>● Execute movement in a sequence</li> <li>● Stamp to crotchet note, semibreve, quaver and minim</li> <li>● Clap to crotchet note, semibreve, quaver and minim</li> </ul> | <ul style="list-style-type: none"> <li>● Elementary concepts of coordination such as walking, throwing and catching</li> <li>● Body percussion to accompany short melodies</li> <li>● Oral reading of basic note values</li> </ul>    | <ul style="list-style-type: none"> <li>● Jumping, kicking. Walking</li> <li>● Running dancing, skipping, aerobics in response to continuous motion</li> <li>● Making free movement stamping in response to crotchet note, semibreve, quaver and minim</li> <li>Listening and responding to happy songs clapping hands</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>- Mats</li> <li>- Stability boards</li> <li>- Hand weights</li> </ul>   |



|                |  |  |   |   |
|----------------|--|--|---|---|
|                | <ul style="list-style-type: none"> <li>practise hopping and standing jumps</li> </ul>  |  |   |   |
| Aquatic skills | <ul style="list-style-type: none"> <li>identify water bodies.</li> <li>recognise water hazards</li> <li>practise safe water entry and exit.</li> <li>Demonstrate splashing in water</li> </ul> | <ul style="list-style-type: none"> <li>Aquatic safety                             <ul style="list-style-type: none"> <li>Safe</li> <li>entry</li> <li>play</li> <li>exit</li> </ul> </li> <li>Splashing</li> </ul> | <ul style="list-style-type: none"> <li>Identifying sources of water</li> <li>Stating water hazards</li> <li>Practising safe entry in the water</li> <li>Demonstrating exiting water bodies</li> <li>Blowing bubbles in water</li> <li>Pushing balls using the nose, mouth, chin and forehead in water</li> <li>Shaking hands underwater</li> <li>Exchanging things underwater</li> <li>Splashing water</li> </ul> | Physical Education and Arts play area <ul style="list-style-type: none"> <li>Charts on water bodies</li> <li>Outdoor pursuits</li> <li>Pictures of water bodies</li> <li>Coins</li> <li>Life-buoy</li> <li>Tyre tube</li> <li>Table tennis balls</li> <li>Ropes</li> <li>Goggles</li> <li>Pool bouy</li> <li>Whistle</li> <li>Resource persons</li> <li>ICT and e-learning tools</li> </ul> |

### 7.6 ECD A: TOPIC 6: CREATIVE PROCESSES AND PERFORMANCES

| SUB-TOPIC   | OBJECTIVES<br>Pupils should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCES  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>Music</li> </ul> | <ul style="list-style-type: none"> <li>distinguish high and low sounds</li> <li>respond to high and low sounds with body movements</li> <li>accompany short motifs or melodies using body movements</li> <li>improvise melodies</li> <li>malk to the crotchet note</li> <li>move to the minim note</li> </ul> | <ul style="list-style-type: none"> <li>Pitch identification (high and low sounds)</li> <li>Body percussion to accompany short motifs</li> <li>Improvisation of melodies</li> <li>Oral reading of basic note values (crotchet and minim)</li> </ul> | <ul style="list-style-type: none"> <li>Discriminating pitch levels from various sound sources</li> <li>Imitating various sound levels</li> <li>Producing different sound levels using the voice and instruments</li> <li>Improvising melodies from known songs</li> <li>Moving to the crotchet and minim</li> </ul> | <ul style="list-style-type: none"> <li>Music play area</li> <li>-Charts and cards with basic note values</li> <li>- Jigsaw puzzles</li> <li>- Recorded melodies</li> <li>-Percussion instruments</li> <li>- ICT tools</li> </ul> |

|             |  |   |   |   |
|-------------|--|---|---|---|
|             | <ul style="list-style-type: none"> <li>identify the crotchet and minim note with various types of movement.</li> </ul>   |   |   |   |
| Visual Arts | <ul style="list-style-type: none"> <li>identify sculpture in the home environment</li> <li>demonstrate appropriate skills in the use of materials to produce works of art</li> <li>classify objects according to primary colours</li> <li>draw basic shapes and lines</li> </ul> | <ul style="list-style-type: none"> <li>Sculpture                             <ul style="list-style-type: none"> <li>- modeling</li> <li>- molding</li> </ul> </li> <li>painting</li> <li>Drawings</li> <li>Mixed media</li> </ul> | <ul style="list-style-type: none"> <li>Identifying sculptures in the home environment</li> <li>Moulding sculptures</li> <li>Modeling artefacts</li> <li>Painting shapes</li> <li>Classifying artworks according to colours</li> <li>Drawing pictures</li> <li>Using a variety of materials to come up with artefacts</li> </ul> | Visual Arts play area <ul style="list-style-type: none"> <li>-Clay</li> <li>-Play-dough</li> <li>-Water colour paint</li> <li>-Paper</li> <li>-Pencils</li> <li>-Monster crayons</li> <li>-Paper Glue</li> <li>-Beads</li> <li>-ICT tools</li> </ul>                |
| Theatre     | <ul style="list-style-type: none"> <li>Express themselves verbally and non-verbally through creative activities</li> <li>Create characters</li> <li>Perform in front of their peers</li> </ul>   | <ul style="list-style-type: none"> <li>Call and response</li> <li>Children's play (Amandlwane/ Mahumbwe)</li> <li>Tableau/still pictures -myself and my family</li> </ul>   | <ul style="list-style-type: none"> <li>Playing call-and-response theatre games</li> <li>Creating characters from their home environment</li> <li>Practising mirroring and echoing movements</li> <li>Creating pictures using their bodies</li> </ul>  | <ul style="list-style-type: none"> <li>Physical Education and Arts playing area</li> <li>-musical instruments</li> <li>-puppets</li> <li>-masks</li> <li>-song sheets</li> <li>- kitchen utensils</li> <li>-costumes</li> <li>-props</li> <li>-ICT tools</li> </ul> |

### 7.7 ECD A: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

| TOPIC / CONCEPT  | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES AND NOTES   | RESOURCES  |
|--|---|---|--|--|
| Physical Education and Arts aesthetic values and appreciation. | <ul style="list-style-type: none"> <li>create movements that correspond to specific music</li> <li>discuss artworks within the home</li> <li>appreciate puppetry</li> </ul> | <ul style="list-style-type: none"> <li>Music and movement</li> <li>Artworks within the home</li> <li>Puppetry appreciation</li> </ul> | <ul style="list-style-type: none"> <li>Making movements that correspond to specific music</li> <li>Discussing artworks within their home</li> <li>Watching puppetry</li> </ul> | <ul style="list-style-type: none"> <li>Physical Education and Arts area</li> <li>ICT Tools</li> <li>Artworks</li> <li>Puppets</li> </ul> |

| <b>TOPIC / CONCEPT</b> | <b>LEARNING OBJECTIVES<br/>Learners should be able to:</b> | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b> | <b>SUGGESTED ACTIVITIES AND NOTES</b> | <b>RESOURCES</b> |
|------------------------|--|--|---------------------------------------|------------------|
|                        |  |  |                                       |                  |

### 7.8 ECD A: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

| <b>SUB-TOPIC</b>   | <b>LEARNING OBJECTIVES<br/>LEARNERS SHOULD BE ABLE TO:</b>  | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES AND NOTES</b>   | <b>RESOURCES</b>   |
|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>Physical Education and Arts Technology</li> </ul> | <ul style="list-style-type: none"> <li>Identify Physical Education and arts equipment in the home.</li> <li>Make a collection of locally available materials in the environment</li> <li>Create animated shadows and silhouettes from folk tales</li> <li>Narrate stories from pictures</li> <li>Use PE and arts software found in the home to capture, modify and store recorded videos and images.</li> </ul> | <ul style="list-style-type: none"> <li>Equipment used in Physical Education and Arts at home</li> <li>Animated shadows and silhouettes</li> <li>Picture Stories</li> </ul> | <ul style="list-style-type: none"> <li>Identifying Physical Education and Arts equipment in the home</li> <li>Constructing Physical Education and Arts equipment using locally available materials</li> <li>Making silhouettes using available technological equipment or tools</li> <li>Narrating stories from pictures</li> <li>Telling stories from shadows, silhouettes and pictures</li> </ul> | Physical Education and Arts play area<br>-Resources from the environment such as waste plastic papers<br>-ICT tools<br>-Pictures<br>-Paraphernalia (costumes and props, equipment, tools)<br>Physical Education and Arts Software<br>Sisal/isikusha/chikwenga/ropes<br>-Balls<br>-Foam rubber<br>-Balancing tins<br>-Jingle ball/goal ball |

**7.9 ECD A: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE**

| <b>TOPIC / CONCEPT</b>                 | <b>LEARNING OBJECTIVES<br/>Learners should be able to:</b>   | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES AND NOTES</b>   | <b>RESOURCES</b>   |
|--|--|--|---|--|
| Physical Education and Arts Enterprise | <ul style="list-style-type: none"> <li>• identify careers in Physical Education and Arts</li> <li>• perform at fundraising shows</li> <li>• charge fairly, at fundraising shows</li> <li>• incorporate soft skills <i>Ubuntu/Unhu/Vumunhu</i> in a performance</li> <li>• make sporting and art equipment using locally available resources</li> <li>• Price their equipment</li> <li>• Respect intellectual property</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts careers</li> <li>• Fundraising performances in Physical Education and Arts</li> <li>• Business ethics,                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- <i>Ubuntu/Unhu/Vumunhu</i></li> </ul> </li> <li>• Protection of intellectual property</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying careers in Physical Education and Arts</li> <li>• Performing at fundraising shows</li> <li>• Demonstrating business ethics</li> <li>• Playing ownership games</li> <li>• Watching ownership games</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- video clips of different careers</li> <li>- ICT tools</li> <li>- paper money and tickets</li> <li>- Coins</li> <li>- physical education and arts</li> <li>- equipment</li> </ul> |

**7.10 ECD B: TOPIC 1: SAFETY AND HEALTH**

| <b>SUB-TOPIC</b> | <b>OBJECTIVES:<br/>Learners should be able to:</b>  | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>                                    | <b>SUGGESTED ACTIVITIES</b>   | <b>SUGGESTED RESOURCE MATERIALS</b>            |
|------------------|---|---|---|--|
| Safety           | <ul style="list-style-type: none"> <li>• identify hazardous objects in and around the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Safety rules in and around the playing area</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying hazardous and non-hazardous objects</li> </ul> | Physical Education Arts playing area<br>- Mats |

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS   |
|-----------|---|--|--|--|
|           | <ul style="list-style-type: none"> <li>• discuss playing area safety rules</li> <li>• formulate safety rules and regulations to be followed with or without paraphernalia</li> <li>• demonstrate various ways of caring for the environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Safety rules with self and others</li> <li>• Safe handling, storage and use of apparatus</li> </ul> | <ul style="list-style-type: none"> <li>• Suggesting safety rules about Physical Education</li> <li>• Listing safety rules about Physical Education.</li> <li>• Collecting litter around the environment</li> <li>• Discussing various ways of caring for the apparatus and materials</li> </ul>  | <ul style="list-style-type: none"> <li>- Tyres</li> <li>- Hula hoops</li> <li>- Cones</li> <li>- Skittles and cones</li> <li>- Age-appropriate and safe equipment</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul>   |
| Health    | <ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> <li>• name healthy and unhealthy foods</li> <li>• identify good eating habits</li> <li>• explain the dangers of poor hygiene practices</li> </ul> | <ul style="list-style-type: none"> <li>• Health and Fitness</li> <li>• Eat healthy</li> <li>• Personal and environmental hygiene</li> </ul>  | <ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping and skipping</li> <li>• Demonstrating axial movement activities such as bending, stretching, lifting and twisting</li> <li>• Sliding</li> <li>• Swinging</li> <li>• Practising Aerobic Dances</li> <li>• Role-playing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Collect health-related pictures</li> <li>• Demonstrating ways of caring for the body.</li> </ul> | Physical Education Arts playing area <ul style="list-style-type: none"> <li>- Slides</li> <li>- Swings</li> <li>- Monkey bars</li> <li>- Pictures</li> <li>- Models of toothbrushes</li> <li>- Paper</li> <li>- Toothpaste</li> <li>- Water</li> <li>- Brushes</li> <li>- Books with songs and stories</li> <li>- Resource persons</li> <li>- Poems</li> <li>- Rhymes</li> <li>- Charts on health issues</li> <li>- ICT and e-learning tools</li> <li>- Food samples</li> <li>- Household tools</li> <li>- Skipping ropes</li> <li>- See saws</li> <li>- Springboards</li> <li>- Locally available resources such as ashes for sanitation</li> </ul> |

**7.11 ECD B: TOPIC 2: HUMAN BODY**

| SUB-TOPIC | OBJECTIVES<br>Pupils should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCES  |
|-----------|---|--|---|--|
| My body   | <ul style="list-style-type: none"> <li>• Identify parts of the human body</li> <li>• Discuss functions of the different parts of the human body</li> <li>• Differentiate between males and females</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body and their functions</li> <li>• Human beings are of different sexes</li> </ul> | <ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Drawing the human body</li> <li>• Describing body parts and their functions</li> <li>• Matching the body parts and their functions using pictures</li> <li>• Identifying boys and girls in the classroom</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modeling a human body</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts playing area</li> <li>- Cut out pictures</li> <li>- Manipulative and Block play area</li> <li>- Songs and rhymes</li> <li>- Charts of human body</li> <li>- Music and dance</li> <li>- Dolls,</li> <li>- mirrors,</li> <li>- pictures</li> <li>- puzzles</li> <li>- clay and play dough</li> <li>- Crayons for colouring</li> <li>- Poems</li> <li>- Books</li> <li>- Paper glue</li> <li>-Magazines</li> <li>- Papier- Mache</li> <li>- Electronic gadgets</li> <li>- Beads</li> <li>-Resource person</li> </ul> |

|                        |  |   |  |   |
|------------------------|--|---|--|---|
| <p>Music and dance</p> | <ul style="list-style-type: none"> <li>• identify folk music in the past and present</li> <li>• name local musicians</li> <li>• Discuss the role of music and dance in different ceremonies in the past and present.</li> <li>• sing songs from various cultures within the community</li> <li>• identify community dances</li> <li>• dance to a variety of music from the community play</li> <li>• simple percussion instruments</li> <li>• dance to local traditional and contemporary music</li> </ul> | <ul style="list-style-type: none"> <li>• Music                         <ul style="list-style-type: none"> <li>- music and musicians in the past and present</li> <li>- Singing games</li> <li>- Folk songs</li> <li>- Lullabies</li> </ul> </li> <li>• Simple percussion instruments                         <ul style="list-style-type: none"> <li>- clappers</li> <li>- drums</li> <li>- triangles</li> <li>- shakers</li> <li>- jingles</li> </ul> </li> <li>• Dance                         <ul style="list-style-type: none"> <li>- dance to local traditional music</li> <li>- dance to contemporary music</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identifying folk songs</li> <li>• Naming local musicians</li> <li>• Singing past and present songs from the local environment                         <ul style="list-style-type: none"> <li>- singing games</li> <li>- folk songs</li> <li>- lullabies</li> </ul> </li> <li>• Identifying local musicians</li> <li>• Moving to rhythms played on un-pitched instruments</li> <li>• Playing simple percussion instruments with song accompaniment</li> <li>• Dancing to local traditional music</li> <li>• Dancing to contemporary music</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area                         <ul style="list-style-type: none"> <li>- CDs with recorded music</li> <li>- Jig-saw puzzles</li> <li>- Pictures of musicians</li> <li>- percussion musical instruments</li> <li>- Props and costumes</li> <li>- - ICT tools</li> </ul> </li> </ul> |
|------------------------|--|---|--|---|

**7.12 ECD B: TOPIC 3: HISTORY OF ARTS**

| SUB-TOPIC  | OBJECTIVES<br>Pupils should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | RESOURCES  |
|--|---|---|--|--|
| <p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Past and present</li> </ul> | <ul style="list-style-type: none"> <li>• identify 2D artefacts in the home environment</li> <li>• make 2D artworks</li> </ul> | <ul style="list-style-type: none"> <li>• Two dimensional (2D) artworks                         <ul style="list-style-type: none"> <li>- Different media</li> </ul> </li> <li>• Primary colours                         <ul style="list-style-type: none"> <li>- Painting</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Naming 2D objects found in home environments from the past and present</li> <li>• Making 2D artworks from the past and present</li> </ul> | <ul style="list-style-type: none"> <li>• Visual Arts Play area:                         <ul style="list-style-type: none"> <li>- Reeds</li> <li>- Wool and strings</li> <li>- Grass</li> <li>- Coloured paper</li> </ul> </li> </ul> |

|         |   |   |   |  |
|---------|---|---|---|--|
|         | <ul style="list-style-type: none"> <li>• use primary colours to paint pictures</li> <li>• Produce prints using locally available materials</li> <li>• Draw stick figures of different artefacts</li> <li>• Model artefacts using mixed media</li> </ul>   | <ul style="list-style-type: none"> <li>• Printing</li> <li>• Drawing</li> <li>• Mixed media constructions</li> </ul>  | <ul style="list-style-type: none"> <li>• Painting objects from the past and present</li> <li>• Drawing artefacts found in the home environment from the past and present</li> <li>• Producing artefacts using mixed media</li> </ul>  | <ul style="list-style-type: none"> <li>- Playdough</li> <li>- Magazines</li> <li>- Artist's portfolios</li> <li>- Paints</li> <li>- Clay</li> <li>- Monster crayons</li> <li>- Picture puzzles</li> <li>- ICT tools</li> </ul> |
| Theatre | <ul style="list-style-type: none"> <li>• State the role of children's theatre performances from the past and present</li> <li>• identify family members and their roles</li> <li>• narrate folktales <ul style="list-style-type: none"> <li>• respond to a variety of theatre animation performances from past and present</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Children's theatre performances from past and present</li> <li>• Family members and their roles</li> <li>• Folktales</li> <li>• Animation</li> </ul> | <ul style="list-style-type: none"> <li>• discussing the role of children's theatre</li> <li>• Watching theatre performances</li> <li>• Watching animation</li> <li>• Imitating characters in plays</li> <li>• Listening to stories and folktales</li> <li>• Re-telling folktales</li> <li>• Perform folktales and fairytales</li> </ul> | <p>Theatre play area:</p> <ul style="list-style-type: none"> <li>- Lights</li> <li>-Torches</li> <li>-Candles</li> <li>-Resource person</li> <li>-Picture books</li> <li>-Theatre books</li> <li>-ICT tools</li> </ul>         |

**7.13 ECD B: TOPIC 4: GYMNASTICS**

| SUBTOPIC                                   | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS   |
|--|---|---|--|--|
| Weight Bearing and Balances                | <ul style="list-style-type: none"> <li>• balance on different points in pairs</li> <li>• Balance on different points in groups</li> <li>• balance on apparatus</li> <li>• Balance creating shapes and formations</li> <li>• transfer and bear weight</li> </ul> | <ul style="list-style-type: none"> <li>• Basic general balance                             <ul style="list-style-type: none"> <li>- in pair balances</li> <li>- in groups</li> <li>- on apparatus</li> </ul> </li> <li>• Balancing creating shapes and formations</li> <li>• Moderate motor skills</li> </ul> | <ul style="list-style-type: none"> <li>• Balancing on various points:                             <ul style="list-style-type: none"> <li>– one point</li> <li>– two points</li> <li>– three points</li> <li>– four points</li> </ul> </li> <li>• Linking balances in pairs or groups</li> <li>• Transferring and bearing weight through balancing on each other</li> <li>• Creating shapes and formations</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts playing area</li> <li>- Sticks</li> <li>- Mats</li> <li>- Equipment within the -CD play centre</li> <li>- Tyres</li> <li>- Hula hoops</li> <li>- Skittles and cones</li> <li>- Improvised age -appropriate safe-equipment</li> <li>- ICT and e-learning tools</li> </ul>  |
| Locomotion /movement -Elementary movements | <ul style="list-style-type: none"> <li>• move from point A to point B under given instructions</li> <li>• move from point A to point B in a given direction</li> <li>• move from point A to point B in response to stimuli in continuous motion</li> </ul>      | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for speed direction space and rhythm</li> </ul>  | <ul style="list-style-type: none"> <li>• Moving from point A to B under given instructions</li> <li>• Travelling on hands and on feet to a given direction</li> <li>• Moving from point A to B in response to stimuli in continuous motion</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical Education and Arts playing area</li> <li>- Hula hoops</li> <li>- Skipping ropes</li> <li>- Tyres</li> <li>- Drums</li> <li>- Jingles</li> <li>- Sticks</li> <li>- Recorded music</li> <li>- Mats</li> <li>- Equipment within the -CD play centre</li> <li>- Improvised age-appropriate safe equipment</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul> |
| Sending, receiving and travelling          | <ul style="list-style-type: none"> <li>• demonstrate proper sending and receiving techniques</li> </ul>   | <ul style="list-style-type: none"> <li>• Sending and receiving using multiple dimensions</li> </ul>   | <ul style="list-style-type: none"> <li>• Throwing and receiving to self</li> <li>• Throwing against the wall</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- balls</li> </ul>   |

| SUBTOPIC       | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS  |
|----------------|--|---|--|---|
|                | <ul style="list-style-type: none"> <li>• execute correct and safe techniques for moving apparatus</li> <li>• demonstrate kicking, throwing and striking without apparatus</li> </ul>   | <ul style="list-style-type: none"> <li>• Sending and receiving using equipment</li> <li>• Throwing, kicking and striking with or without apparatus</li> <li>• Moving with or without apparatus for speed, space, distance and direction</li> <li>• Receiving using equipment</li> <li>• Throwing, kicking and striking with or without apparatus using multiple dimensions</li> </ul> | <ul style="list-style-type: none"> <li>• Bouncing and receiving with or without movements</li> <li>• Throwing and catching with a partner</li> <li>• Throwing around in groups forming various shapes</li> <li>• Collecting the ball from the partner</li> <li>• Sending using apparatus</li> <li>• striking, kicking and throwing without apparatus</li> </ul>  | <ul style="list-style-type: none"> <li>- buckets</li> <li>- mats</li> <li>- bats</li> <li>- ICT tools</li> <li>- resource persons</li> </ul>  |
| Aquatic skills | <ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> <li>• execute the correct breathing system when underwater</li> </ul> | <ul style="list-style-type: none"> <li>• Aquatic safety                             <ul style="list-style-type: none"> <li>- Safe entry</li> <li>- play</li> <li>- exit</li> <li>- assisted floating</li> </ul> </li> <li>• Gliding and splashing</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> <li>• Picking coins in the water</li> <li>• Treading in water</li> <li>• Shaking hands underwater</li> <li>• Exchanging things underwater</li> </ul> | <ul style="list-style-type: none"> <li>• Charts on water bodies</li> <li>• Outdoor pursuits</li> <li>• Pictures of water bodies</li> <li>• Float boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Life-buoy</li> <li>• Table tennis balls</li> <li>• Ropes</li> <li>• Goggles</li> <li>• Pool bouy</li> <li>• Whistle</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> <li>• physical education and arts play area</li> </ul> |

**7.14 ECD B TOPIC 5: PLAY AND GAME SKILLS**

| <b>SUB-TOPIC</b>                  | <b>OBJECTIVES:</b><br><b>Learners should be able to:</b>  | <b>CONTENT</b><br>(knowledge, skills, values and attitudes)   | <b>SUGGESTED ACTIVITIES</b>  | <b>SUGGESTED RESOURCE MATERIALS</b>  |
|-----------------------------------|---|---|--|--|
| Coordination Skills               | <ul style="list-style-type: none"> <li>• exhibit coordination skills</li> <li>• execute movements in a sequence</li> <li>• transfer weight from body part to the other</li> <li>• balance on one foot</li> </ul>  | <ul style="list-style-type: none"> <li>• Basic concepts of coordination</li> <li>- Balance</li> <li>- Weight transfer</li> </ul>  | <ul style="list-style-type: none"> <li>• Practising coordination skills such as running, jumping, walking and stretching</li> <li>• Demonstrating bouncing on one body part</li> <li>• Demonstrating ways of transferring weight from one body part to the other eg jumping and landing in various positions</li> <li>• Practising cross crawls</li> <li>• Practicing coordination games such as:<br/>sack races, ball-wall tossing, egg and spoon race, three-legged race, nhodo/ igwini, chickens in the den</li> <li>• Jumping activities</li> <li>• Changing over from one balance to another</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts playing area</li> <li>- Balls</li> <li>- Sand/ Seed/ Bean bags</li> <li>- Ropes</li> <li>- Hula hoops</li> <li>- Spoons</li> <li>- Sticks</li> <li>- Tins</li> <li>- Pebbles</li> <li>- Skittles and cones</li> <li>- Coordination ladder</li> <li>- Medicine balls</li> <li>- Improvised age-appropriate safe equipment</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul> |
| Sending, receiving and Travelling | <ul style="list-style-type: none"> <li>• demonstrate proper receiving and sending techniques</li> <li>• execute correct and safe techniques of moving with apparatus</li> <li>• demonstrate kicking, throwing and striking without apparatus</li> </ul> | <ul style="list-style-type: none"> <li>• Sending and receiving using multiple dimensions</li> <li>• Sending and receiving using equipment</li> <li>• Throwing, kicking and striking with or without apparatus</li> <li>• Moving with or without apparatus for speed, space, distance and direction</li> </ul> | <ul style="list-style-type: none"> <li>• Throwing and receiving to self</li> <li>• Throwing against the wall</li> <li>• Bouncing and receiving with/ without movement</li> <li>• Throwing and catching with a partner</li> <li>• Throwing around in groups forming various shapes</li> <li>• Collecting ball from the partner</li> <li>• Rolling to the wall and collecting</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical Education and Arts Play Area</li> <li>- Balls</li> <li>- Buckets</li> <li>- Bats</li> <li>- Mats</li> <li>- Sand/ Seed/ Bean bags</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul>   |

|                |  |  |  |   |
|----------------|--|--|--|---|
|                |  |  | <ul style="list-style-type: none"> <li>• Sending using apparatus</li> </ul>  |   |
| Kids Athletics | <ul style="list-style-type: none"> <li>• practise running on the balls of the feet and lifting knees</li> <li>• perform target throw for distance and height</li> <li>• practise two-foot jumps in one direction.</li> <li>• demonstrate accuracy control</li> </ul>             | <ul style="list-style-type: none"> <li>• Running on the balls of the feet and lifting knees</li> <li>• Target throw for distance and height</li> <li>• Knee throws</li> <li>• Two-foot jump in one direction</li> <li>• Guided jumping</li> <li>• Two-foot jumping skills in all directions</li> </ul> | <ul style="list-style-type: none"> <li>• Running on the balls of their feet</li> <li>• Throwing for distance and target</li> <li>• Doing knee throws</li> <li>• Jumping in one direction</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical Education and Arts play Area</li> <li>- Balls</li> <li>- Buckets</li> <li>- Bats</li> <li>- Mats</li> <li>- Sand/ Seed/ Bean bags</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul>  |
| Aquatic Skills | <ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• demonstrate water familiarization drills</li> <li>• execute the correct breathing system when underwater</li> </ul> | <ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>- safe entry</li> <li>- play</li> <li>- exit</li> <li>• Assisted floating</li> <li>• Gliding and splashing</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifying sources of water</li> <li>• Blowing bubbles in water</li> <li>• Splashing water</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Demonstrating wading in water</li> <li>• Picking coins in the water</li> <li>• Treading in water</li> <li>• Shaking hands underwater</li> <li>• Exchanging things underwater</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts Play Area</li> <li>- Charts on water bodies</li> <li>- Outdoor pursuits</li> <li>- Pictures of water bodies</li> <li>- Float boards</li> <li>- Coins</li> <li>- Tyre tubes</li> <li>- Life-buoy</li> <li>- Table tennis balls</li> <li>• Ropes</li> <li>• ICT Tools</li> </ul> |

**7.15 ECD B: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE**

| TOPIC / CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES<br>AND NOTES   | RESOURCES   |
|-----------------|--|--|---|---|
| Music           | <ul style="list-style-type: none"> <li>• identify high and low-note sounds</li> <li>• move in response to high and low note sounds</li> <li>• use body percussion to accompany short motifs/melodies</li> <li>• sing to echo short melodic patterns</li> <li>• read basic notes</li> <li>• create accompaniment using voice and a variety of percussion instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification               <ul style="list-style-type: none"> <li>- high and low</li> </ul> </li> <li>• Body percussion to accompany short motifs</li> <li>• Improvised melodies</li> <li>• Melodies/Motifs from known songs</li> <li>• Basic note values               <ul style="list-style-type: none"> <li>- minim</li> <li>- crotchet</li> <li>- quaver</li> </ul> </li> <li>• Voices and instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Discriminating pitch levels from various sound sources</li> <li>• Imitating different sound levels (high and low sounds)</li> <li>• Singing short melodies using body percussion</li> <li>• Reading pictures of basic note values</li> <li>• Creating simple melodies to accompany percussion instruments</li> </ul> | <ul style="list-style-type: none"> <li>-Music play area</li> <li>-Charts and cards</li> <li>-ICT tools</li> <li>- Un-pitched instruments</li> </ul>   |
| Visual Arts     | <ul style="list-style-type: none"> <li>• identify types of 2D artefacts and artworks</li> <li>• assemble 2D objects</li> <li>• make 2-dimensional objects</li> <li>• paint pictures using primary colours</li> <li>• print different artworks using locally available materials</li> <li>• produce artworks using different types of media</li> </ul>                          | <ul style="list-style-type: none"> <li>• 2D constructions</li> <li>• Construction of artworks</li> <li>• Primary colours               <ul style="list-style-type: none"> <li>-painting</li> </ul> </li> <li>• Printing</li> <li>• Mixed media</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifying different types of 2D artefacts and artworks</li> <li>• Assembling 2D artworks</li> <li>• Creating 2 D constructions using different types of media</li> <li>• Constructing artworks using different types of locally available media</li> <li>• Using primary colours to produce artwork</li> </ul>     | <ul style="list-style-type: none"> <li>• Visual Arts play area</li> <li>• Play dough/plasticine</li> <li>• ICT tools</li> <li>• Artefacts</li> <li>• Magazines</li> <li>• Sand and water play area</li> <li>• Camera</li> <li>• Paint</li> <li>• Artistic portfolios</li> <li>• Bond paper</li> <li>• Monster crayons/charcoal</li> </ul> |

| TOPIC / CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES   | RESOURCES  |
|-----------------|--|---|---|--|
|                 | <ul style="list-style-type: none"> <li>demonstrate the use of primary colours to produce artworks</li> </ul>   |   |   |  |
| Theatre         | <ul style="list-style-type: none"> <li>state theatre games</li> <li>recite theatre games</li> <li>play theatre and game songs</li> <li>listen to stories</li> <li>retell stories</li> <li>perform a story</li> <li>create pictures of friends using body movements</li> <li>tell stories about friends</li> <li>make props</li> <li>design costumes</li> </ul> | <ul style="list-style-type: none"> <li>Movement and rhythm – theatre games</li> <li>Storytelling</li> <li>Pantomime</li> <li>Tableau/still pictures - my friends</li> <li>Costumes and props</li> </ul> | <ul style="list-style-type: none"> <li>Watching videos</li> <li>Responding to theatre games</li> <li>Playing movement games</li> <li>Playing rhythm games</li> <li>Reciting rhymes</li> <li>Listening to stories</li> <li>Retelling a story</li> <li>Performing own story</li> <li>Mimicking and photographing their friends</li> <li>Discussing poses by their friends</li> <li>Collecting costumes</li> <li>Collecting props</li> <li>Modifying costumes</li> <li>Making props</li> </ul> | Theatre play area:<br>- Lights<br>-Torches<br>-Candles<br>-Resource person<br>-Picture books<br>-Theatre books<br>-ICT tools |

| TOPIC / CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES  | RESOURCES  |
|-----------------|---|---|--|--|
| Dance           | <ul style="list-style-type: none"> <li>• create movements related to emotions</li> <li>• dance with emotions</li> <li>• listen to recorded sound from the environment</li> <li>• respond to a variety of stimuli</li> <li>• listen to different types of music rhythms and sound</li> <li>• identify different types of music, rhythm and sound</li> <li>• create different types of movements</li> </ul> | <ul style="list-style-type: none"> <li>• Movement and emotions – movement patterns</li> <li>• Response to a variety of stimuli</li> <li>• Response to different types of music, rhythm and sound</li> </ul> | <ul style="list-style-type: none"> <li>• Creating dance movements</li> <li>• Expressing emotions in movements</li> <li>• Dancing to a variety of music</li> <li>• Stamping, tapping clapping in response to stimuli</li> <li>• Listening to recorded sound</li> <li>• Responding to different types of music and sound</li> <li>• Harmonizing movement to different types of music rhythm and sound</li> </ul> | <ul style="list-style-type: none"> <li>• Dance play area</li> <li>• Lights</li> <li>• Torches</li> <li>• Candles</li> <li>• ICT tools</li> <li>• Sunlight</li> <li>• Resource person</li> <li>• Picture books</li> <li>• Theatre groups</li> </ul> |

**7.16 ECD B: TOPIC 7: AESTHETIC VALUES AND APPRECIATION**

| <b>TOPIC / CONCEPT</b>   | <b>LEARNING OBJECTIVES<br/>Learners should be able to:</b>  | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES<br/>AND NOTES</b>   | <b>RESOURCES</b>   |
|--|---|--|---|--|
| Physical Education and Arts aesthetic values and appreciation. | <ul style="list-style-type: none"> <li>• create movements that correspond to specific music</li> <li>• discuss artworks within the home</li> <li>• appreciate puppetry</li> <li>• listen to recorded music</li> <li>• identify music for specific purposes</li> <li>• sing music for specific purposes</li> <li>• respond to theatre and dance performances</li> <li>• participate as the audience in a performance                             <ul style="list-style-type: none"> <li>• identify elements of design</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Music and movement</li> <li>• Artworks within the home</li> <li>• Puppetry appreciation</li> <li>• Animation appreciation</li> <li>• Theatre and dance appreciation skills</li> <li>• Participatory audience</li> <li>• Elements of design</li> </ul> | <ul style="list-style-type: none"> <li>• Making movements that correspond to specific music</li> <li>• Discussing artworks within their home</li> <li>• Watching puppetry</li> <li>• Listening to recorded music</li> <li>• Identifying music for specific purposes</li> <li>• Watching theatre and dance performances</li> <li>• Taking part in theatre performances as an audience</li> <li>• Demonstrating elements of design</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts area</li> <li>- ICT Tool</li> <li>- Artworks</li> <li>- Puppets</li> <li>- ICT Tools</li> </ul> |

**7.17 ECD B. TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY**

| <b>SUB-TOPIC</b>                       | <b>LEARNING OBJECTIVES<br/>Learners should be able to:</b>   | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES<br/>AND NOTES</b>   | <b>RESOURCES</b>  |
|--|--|--|---|---|
| Physical Education and Arts Technology | <ul style="list-style-type: none"> <li>• Identify Physical Education and Arts technological equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts Equipment at school</li> <li>- Lighting equipment</li> <li>- Sound equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying equipment for use</li> <li>• Using the equipment during play</li> <li>• Recording</li> <li>• Watching</li> </ul> | Physical Education and Arts play area<br>-ICT Tools<br>Plastics<br>Strings/rwodzi/ingxoza<br>Small tins |

| SUB-TOPIC | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES AND NOTES   | RESOURCES  |
|-----------|---|--|--|--|
|           | <ul style="list-style-type: none"> <li>• operate Physical Education and Arts equipment in relevant situations.</li> <li>• Construct Physical Education and Arts equipment</li> <li>• Apply Physical education and Arts software to relevant activities</li> </ul> | <ul style="list-style-type: none"> <li>- Sporting equipment</li> <li>• Physical Education and Arts Software</li> </ul> | <ul style="list-style-type: none"> <li>• Photographing</li> <li>• Applying software</li> </ul> | Seeds/ stones<br>Scissors sisal/ isikusha<br>Pfeyo/grass<br>Maize stalk<br>Maize cobs<br>Plastic bottle tops<br>Plastic bottles<br>Cardboard boxes |

### 7.18 ECD B TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

| TOPIC / CONCEPT                        | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES AND NOTES   | RESOURCES   |
|--|---|--|--|---|
| Physical Education and Arts Enterprise | <ul style="list-style-type: none"> <li>• identify careers in Physical Education and Arts</li> <li>• role play careers in Physical Education and Arts</li> <li>• perform activities for fundraising</li> <li>• demonstrate soft skills in business</li> <li>• market sporting and art equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Careers</li> <li>• Marketing media at school</li> <li>• Business Ethics</li> <li>- Ubuntu/Unhu/Vumunhu</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying careers in Physical Education and Arts</li> <li>• Role-playing careers in Physical Education and Arts</li> <li>• Role-playing buying and selling equipment</li> <li>• Performing at fundraising shows</li> <li>• Demonstrating business ethics</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- ICT Tools</li> <li>- Pictures</li> <li>- paper money</li> <li>- tickets</li> <li>- Coins</li> </ul> |

| TOPIC / CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:                        | CONTENT<br>(knowledge, skills, values and attitudes) | SUGGESTED ACTIVITIES AND NOTES | RESOURCES |
|-----------------|---|--|--------------------------------|-----------|
|                 | <ul style="list-style-type: none"> <li>• Price their equipment</li> </ul> |  |                                |           |

### 7.19 GRADE 1: TOPIC 1: SAFETY AND HEALTH

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS   |
|-----------|---|--|--|--|
| Safety    | <ul style="list-style-type: none"> <li>• List safety rules in the school environment</li> <li>• Practice safety with self and others</li> <li>• Identify safe and unsafe objects about storage, use, handling and care</li> <li>• Demonstrate safe uses of equipment</li> </ul>       | <ul style="list-style-type: none"> <li>• Safety rules:                             <ul style="list-style-type: none"> <li>- with self and others</li> <li>- in and around the environment</li> </ul> </li> <li>• Safe storage of equipment</li> <li>• Rules and regulations on the use of apparatus, equipment, instruments and objects</li> </ul> | <ul style="list-style-type: none"> <li>• Listing safety rules in the school environment</li> <li>• Practising safety with self and others</li> <li>• Identifying and discussing safe and unsafe objects and equipment about storage, use, handling and care</li> <li>• Cleaning the environment</li> <li>• Demonstrating various ways of caring for the equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area:                             <ul style="list-style-type: none"> <li>- Mats</li> <li>- tyres</li> <li>- Hula hoops</li> <li>- cones</li> <li>- Skittles</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul> </li> </ul> |
| Health    | <ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• identify healthy and unhealthy foods</li> <li>• demonstrate good eating habits</li> <li>• discuss the dangers associated with poor hygiene practices</li> </ul> | <ul style="list-style-type: none"> <li>• health and fitness</li> <li>• Healthy eating habits</li> <li>• Personal and environmental hygiene</li> <li>• Health and wellness tests and measurements</li> </ul>  | <ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, and skipping to keep healthy and fit</li> <li>• Listing healthy and unhealthy foods</li> <li>• Practising good eating habits</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area                             <ul style="list-style-type: none"> <li>- Monkey bars</li> <li>- Pictures</li> <li>- Models of toothbrushes</li> <li>- Paper</li> <li>- Toothpaste</li> <li>- Water</li> </ul> </li> </ul>                         |

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes) | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS  |
|-----------|---|--|--|---|
|           | <ul style="list-style-type: none"> <li>• perform activities to develop health-related elements of fitness</li> <li>• Perform health and wellness testing and measurement</li> </ul> |  | <ul style="list-style-type: none"> <li>• Demonstrating axial movement activities such as bending, stretching, lifting and twisting</li> <li>• Practising Aerobic dances</li> <li>• Role-playing consequences of good and bad eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing ways of caring for the body.</li> </ul> | <ul style="list-style-type: none"> <li>- Brushes</li> <li>- Books with songs and stories</li> <li>- Resource persons</li> <li>- Poems</li> <li>- Rhymes</li> <li>- Charts on health issues</li> <li>- ICT and e-learning tools</li> <li>- Puppets</li> <li>- Food samples</li> <li>- Household tools</li> <li>- Skipping</li> <li>- See saws</li> <li>- Springboards</li> <li>- Locally available resources such as ashes for sanitation</li> </ul> |

### 7.20 GRADE 1: TOPIC 2: HUMAN BODY

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCE MATERIALS  |
|-----------|--|--|---|---|
| My Body   | identify and name parts of the human body<br><br>discuss the functions of different parts of the human body<br><br>care for their body parts | Different parts of the human body, their functions and care<br><br>Human beings are of different sexes | Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”<br><br>Identifying and naming parts of the human body<br><br>Drawing the human body | Physical Education and Arts play area<br><br>- Manipulative and Block play area<br><br>- Songs and rhymes<br><br>- Charts of the human body |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>differentiate between males and females</p> |  | <p>Describing body parts and their functions</p> <p>Matching the body parts and their functions using pictures</p> <p>Demonstrating care of body parts</p> <p>Sorting pictures according to sex</p> <p>Fitting jigsaw puzzles of males and females</p> <p>Modeling a human body</p> | <ul style="list-style-type: none"> <li>- Music and dance</li> <li>- Poems</li> <li>- Dolls</li> <li>- Mirrors</li> <li>- Pictures</li> <li>- Puzzles</li> <li>- Clay and play dough</li> <li>- Crayons</li> <li>- Books</li> <li>- Paper glue</li> <li>- Educational Magazines</li> <li>- Papier-Mache</li> <li>- ICT and e-learning tools</li> <li>- Beads</li> <li>- Resource persons</li> </ul> |
|--|--|--|---|--|

**7.21 GRADE 1: TOPIC 3: HISTORY OF ARTS**

| SUB TOPIC / CONCEPT   | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES AND NOTES  | RESOURCES   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Music and dance in the past and present</li> <li>• Celebrations in the past and present</li> </ul> | <ul style="list-style-type: none"> <li>• identify folk music in the past and present</li> <li>• name local musicians</li> <li>• discuss the role of music and dance in different ceremonies in the past and present.</li> <li>• identify different types of community dances</li> <li>• dance to a variety of music from the community</li> <li>• identify dance styles and their costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Folktale songs</li> <li>• Music in past and present cultures</li> <li>• Musicians and composers</li> <li>• Music and dance ceremonies</li> <li>• Different types of dances</li> <li>• Dance styles and costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Listing folktale songs in the past and present cultures</li> <li>• Identifying local musicians</li> <li>• Naming ceremonial songs from diverse cultures</li> <li>• Dancing to music from various genres, periods and styles.</li> <li>• Watching various dance performances from the community</li> <li>• Identifying cultural dances and costumes from the community</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts Play area</li> <li>- ICT tools</li> <li>- Pictures of musicians</li> <li>- Props and costumes</li> <li>- Un-pitched musical instruments</li> <li>- Picture books</li> <li>• Resource person</li> </ul> |
| Visual arts<br><ul style="list-style-type: none"> <li>• Visual arts in the past and present</li> </ul>                                      | <ul style="list-style-type: none"> <li>• list visual artists and their works in the community</li> <li>• classify visual artworks in the community according to time and use</li> <li>• discuss the roles of visual artists and their works in the community</li> <li>• identify visual art materials of different cultures</li> </ul>  | <ul style="list-style-type: none"> <li>• Artefacts and artwork</li> <li>- Models and drawings</li> <li>- Wooden carvings and stone sculptures</li> <li>- Paintings</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifying visual art materials of different cultures</li> <li>• Naming visual artists, artefacts, artworks in the community</li> <li>• Discussing the roles of visual artists and their works in the community</li> <li>• Describing visual art materials from different cultures</li> <li>• Classifying artworks in the community according to time and use</li> </ul>        | Physical Education and Arts play area<br>- Play dough/plasticine/clay<br>- ICT tools<br>- Artefacts<br>- Magazines<br>- Paint<br>- Artistic portfolios<br>- Bond paper<br>- Crayons/charcoal  |
| Theatre   | <ul style="list-style-type: none"> <li>• identify the role of children's theatre in the past and present</li> <li>• imitate theatre and animation performances</li> </ul>   | <ul style="list-style-type: none"> <li>• Children's theatre</li> <li>• animation</li> <li>• Folktales</li> <li>• Fairytales</li> <li>• Community characters</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussing the roles of children's theatre in the community</li> <li>• Watching theatre and animation performances</li> </ul>  | Physical Education play area<br>- Lights<br>- Torches<br>- Candles<br>- ICT tools   |

| SUB TOPIC /<br>CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES  | RESOURCES   |
|------------------------|--|---|--|---|
|                        | <ul style="list-style-type: none"> <li>• listen to stories</li> <li>• create own stories</li> <li>• retell stories from the community</li> </ul> | <ul style="list-style-type: none"> <li>• Community Stories</li> <li>- legends</li> <li>- Myths</li> </ul> | <ul style="list-style-type: none"> <li>• Imitating theatre and animation performances from the community</li> <li>• Listening to stories</li> <li>• Creating stories</li> <li>• Retelling stories</li> <li>• Identifying community characters</li> <li>• Mimicking community characters and their roles</li> <li>• Performing community stories</li> <li>• Creating own stories</li> </ul> | <ul style="list-style-type: none"> <li>- Sunlight</li> <li>- Resource person</li> <li>- Picture books</li> <li>- Theatre books</li> </ul> |

**7.22 GRADE 1: TOPIC 4: GYMNASTICS**

| <b>SUBTOPIC</b>                       | <b>OBJECTIVES:<br/>Learners should be able to:</b>  | <b>CONTENT</b><br>(knowledge, skills, values and attitudes)  | <b>SUGGESTED ACTIVITIES</b>  | <b>SUGGESTED RESOURCE MATERIALS</b>  |
|---------------------------------------|---|--|--|--|
| Weight Bearing/Balances               | <ul style="list-style-type: none"> <li>• balance on different points</li> <li>• balance on and with apparatus</li> <li>• transfer and bear weight</li> <li>• execute balance test</li> <li>• balance and creating shapes and formations</li> </ul>  | <ul style="list-style-type: none"> <li>• Balancing on or with prescribed apparatus                             <ul style="list-style-type: none"> <li>- individually</li> <li>- in pairs</li> <li>- in groups</li> <li>- on/with apparatus</li> </ul> </li> <li>• Balancing and creating prescribed shapes and formations</li> <li>• Balance testing and measurement</li> <li>• Minor motor skills balances</li> </ul> | <ul style="list-style-type: none"> <li>• Balancing on various points:                             <ul style="list-style-type: none"> <li>– one point</li> <li>– two points</li> <li>– three points</li> <li>– four points</li> <li>– five points</li> <li>– six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing individually, pairs and groups</li> <li>• Creating shapes and formations</li> <li>• Perform a balance test for 10 seconds</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Sticks</li> <li>- Mats</li> <li>- Equipment</li> <li>- Tyres</li> <li>- Hula hoops</li> <li>- Skittles and cones</li> <li>- ICT and e-learning tools</li> </ul>  |
| Locomotion<br><br>Elementary Movement | <ul style="list-style-type: none"> <li>• move from point A to point B under given instruction</li> <li>• move from point A to point B for continuous motion, speed, direction, space and rhythm</li> <li>• Move from point A to B on different body parts in response to stimuli</li> </ul> | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for                             <ul style="list-style-type: none"> <li>- speed,</li> <li>- direction</li> <li>- space</li> <li>- rhythm</li> </ul> </li> <li>• Movement on different body parts</li> </ul>  | <ul style="list-style-type: none"> <li>• Walking, running, jumping, rolling, skipping without and with apparatus</li> <li>• Travelling on different body parts</li> <li>• Moving on apparatus from point A to point B in different ways</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Hula hoops</li> <li>- Skipping ropes</li> <li>- Tyres</li> <li>- Drums</li> <li>- Jingles</li> <li>- Sticks</li> <li>- Recorded music</li> <li>- Mats</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul> |



|                                      |  |   |   |  |
|--------------------------------------|--|---|---|--|
| <i>games found in their locality</i> |  |   | <ul style="list-style-type: none"> <li>• Moving from one place to another with/ without an apparatus</li> <li>• Playing games like potato race, seed/sand/ bean bag race</li> </ul>   |  |
| Kids Athletics                       | <ul style="list-style-type: none"> <li>• demonstrate appropriate running techniques</li> <li>• demonstrate correct throwing techniques</li> <li>• engage in horizontal and vertical jumps</li> <li>• Perform sideways jumps over obstacles</li> <li>• execute broad jump test</li> </ul> | <ul style="list-style-type: none"> <li>• Running                             <ul style="list-style-type: none"> <li>- on the balls of the feet</li> <li>- lifting knees</li> </ul> </li> <li>• Rotational throwing</li> <li>• Whole body throwing</li> <li>• Sideways jumping over obstacles</li> <li>• Continuous single and double-footed jumps using a rope</li> </ul> | <ul style="list-style-type: none"> <li>• Running on the balls of the feet in various directions within the marked area</li> <li>• Practising the shuttle run relay</li> <li>• Performing forward squat jumps</li> <li>• Executing knee throws</li> <li>• Throwing targets over a barrier targeting using the:                             <ul style="list-style-type: none"> <li>- overhead</li> <li>- over arm throw</li> <li>- backward throw</li> <li>- Under arm throwing</li> </ul> </li> <li>• Stepping and throwing</li> <li>• Whole body throwing</li> <li>• Throwing for distance, accuracy and height</li> <li>• Performing the rotational throw</li> <li>• Rope skipping</li> <li>• Cross hopping</li> <li>• Going through the Speed ladder</li> <li>• Standing jumps</li> <li>• Single and double-foot jumps</li> <li>• Hopping, sideways jumping</li> <li>• Single- and double-foot take-off</li> <li>• Jumping for distance and height</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Cones</li> <li>- Skittles</li> <li>- Landing mattresses</li> <li>- Balls</li> <li>- Buckets</li> <li>- Bats</li> <li>- Mats</li> <li>- Sand/ Seed/ Bean bags</li> <li>- Skipping ropes</li> <li>- Wickets</li> <li>- Foam wedges</li> <li>- Obstacles to jump over</li> <li>- Soft rubber rings</li> <li>- Medicine balls</li> <li>- Rubber chickens</li> <li>- Improvised safe age-appropriate equipment</li> <li>- Relay batons</li> <li>- Mini hurdles</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul> |

|                |  |   |  |  |
|----------------|--|---|--|--|
| Aquatic Skills | <ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• execute the correct breathing techniques when underwater</li> <li>• demonstrate water familiarisation drills</li> </ul> | <ul style="list-style-type: none"> <li>• Aquatic safety                         <ul style="list-style-type: none"> <li>- entry</li> <li>-exit</li> <li>-submerging</li> <li>- play</li> </ul> </li> <li>• Floating                         <ul style="list-style-type: none"> <li>- with apparatus</li> <li>- without apparatus</li> </ul> </li> <li>• Splashing, gliding and stroking</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying water bodies</li> <li>• Discussing water hazards</li> <li>• Practising safe water entry and exit</li> <li>• Blowing bubbles in water</li> <li>• Practising breathing techniques underwater</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Splashing water</li> <li>• Picking coins in the water</li> <li>• Treading in water</li> <li>• Shaking hands underwater</li> <li>• Exchanging objects underwater</li> </ul> | <ul style="list-style-type: none"> <li>• Swimming pool:                         <ul style="list-style-type: none"> <li>-Charts on water bodies</li> <li>- Outdoor pursuits</li> <li>- Pictures of water bodies</li> <li>- Float boards</li> <li>- Coins</li> <li>- Tyre tubes</li> <li>- Life-buoy</li> <li>- Table tennis balls</li> <li>- Ropes</li> <li>-Goggles</li> <li>- Pool bouy</li> <li>- Whistle</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul> </li> </ul> |
|----------------|--|---|--|--|

### 7.24 GRADE 1: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

| SUBTOPIC | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCES  |
|----------|--|--|--|--|
| Music    | <ul style="list-style-type: none"> <li>• distinguish between high and low sounds</li> <li>• use their bodies to respond to high and low sounds</li> <li>• use simple musical instruments to accompany short melodies</li> <li>• improvise on given short melodies</li> <li>• respond rhythmically to the respective basic French Time Notes</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification in short melodies</li> <li>• Body percussion to accompany short motifs</li> <li>• Improvisation of melodies using instruments</li> <li>• Percussion instruments in short melodies</li> <li>• Composition, arrangement and improvisation of songs</li> <li>• Oral reading of basic note values</li> </ul> | <ul style="list-style-type: none"> <li>• Discriminating pitch levels from various sound sources</li> <li>• Creating body movements to accompany short melodies</li> <li>• Using simple musical instruments to accompany short melodies</li> <li>• Composing short melodies</li> <li>• Imitating various sound levels</li> <li>• Performing familiar short melodies from their community</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area                         <ul style="list-style-type: none"> <li>- Charts</li> <li>- Cards</li> <li>- Percussion instruments</li> <li>- ICT tools</li> <li>- Music textbooks</li> </ul> </li> </ul> |

|             |  |   |  |   |
|-------------|--|---|--|---|
|             | <ul style="list-style-type: none"> <li>• mimic life activities (movements) that denote the sound duration of each of the respective basic note values.</li> <li>• read basic note values.</li> <li>• move in response to given basic note values.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Responding rhythmically to the basic French Time Notes</li> </ul>   |   |
| Visual Arts | <ul style="list-style-type: none"> <li>• Produce 3D objects using locally available materials</li> <li>• identify elements of design</li> <li>• apply elements of design to artworks</li> <li>• classify objects according to primary and secondary colours</li> <li>• produce secondary colours</li> <li>• use primary and secondary colours to produce artworks</li> </ul> | <ul style="list-style-type: none"> <li>• 3-Dimensional media</li> <li>• Elements of design</li> <li>• Primary and secondary colours</li> </ul>  | <ul style="list-style-type: none"> <li>• Creating 3-dimensional patterns using different media</li> <li>• Identifying elements of design</li> <li>• Applying elements of design to produce different artworks</li> <li>• Classifying objects according to primary and secondary colours</li> <li>• Experimenting with primary colours to come up with secondary colours</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li><input type="checkbox"/> Play dough/plasticine/clay</li> <li><input type="checkbox"/> Artefacts</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Sand and water play area</li> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Artistic portfolios</li> <li><input type="checkbox"/> Bond paper</li> <li><input type="checkbox"/> Monster crayons/charcoal</li> <li><input type="checkbox"/> ICT tools</li> </ul> |
| Theatre     | <ul style="list-style-type: none"> <li>• play theatre games in groups</li> <li>• create short games</li> <li>• create own short stories based on life observations</li> <li>• act using gestures only</li> </ul>   | <ul style="list-style-type: none"> <li>• Theatre games</li> <li>– Trust-building games</li> <li>• Improvisation of appropriate age stories</li> <li>• Pantomime</li> <li>• Tableau/Still Pictures</li> <li>- community members</li> </ul> | <ul style="list-style-type: none"> <li>• Playing theatre games</li> <li>• Performing own short stories</li> <li>• Telling short stories without using any words</li> <li>• Creating group pictures</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Lights</li> <li>- Torches</li> <li>- Candles</li> <li>- ICT tools</li> <li>- Print media</li> </ul>   |

|  |   |  |   |  |
|--|---|--|---|--|
|  | <ul style="list-style-type: none"> <li>act as living statues of local community leaders</li> <li>create pictures of different leaders in the community</li> <li>use appropriate simple costumes and props</li> <li>Interpret picture books</li> </ul>                             | <ul style="list-style-type: none"> <li>Costumes and props</li> <li>Picture book reading</li> </ul>   | <ul style="list-style-type: none"> <li>Manipulating costumes and props to tell short stories</li> <li>Acting as living statues depicting community leaders</li> </ul>   | <ul style="list-style-type: none"> <li>- Resource person</li> <li>- Picture books</li> <li>- Theatre books</li> </ul>  |
| Dance<br><br><i>NB learners could be assisted to engage in pre-performance and warm-up activities.</i> | <ul style="list-style-type: none"> <li>solve movement problems</li> <li>create movement in response to pictures, music and rhymes</li> <li>perform a complete movement sequence</li> <li>Create dance shapes</li> <li>Show different emotions in their dance movements</li> </ul> | <ul style="list-style-type: none"> <li>Movement problems</li> <li>Movement, music and rhymes</li> <li>Movement sequence, patterns and shapes</li> <li>Movement and emotions</li> </ul> | <ul style="list-style-type: none"> <li>Solving movement problems</li> <li>Creating different movements</li> <li>Responding to music through movement</li> <li>Performing movement sequences</li> <li>Creating different dance shapes</li> <li>Showing different feelings while dancing</li> </ul> | <ul style="list-style-type: none"> <li>Physical Education and Arts play area</li> <li>- ICT tools</li> <li>- Lights</li> <li>- Torches</li> <li>- Candles</li> <li>- Resource person</li> <li>- Picture books</li> <li>- Dance groups</li> </ul> |

### 7.25 GRADE 1: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

| TOPIC / CONCEPT  | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES   | SUGGESTED RESOURCES   |
|--|--|---|---|---|
| Physical Education and Arts aesthetic values and appreciation. | <ul style="list-style-type: none"> <li>identify how ideas or moods are communicated through music</li> </ul> | <ul style="list-style-type: none"> <li>Ideas and moods through music</li> <li>Artworks within the community</li> <li>Puppetry and animation appreciation</li> <li>Dance appreciation</li> </ul> | <ul style="list-style-type: none"> <li>identifying music that reflects ideas and mood</li> <li>Producing artworks from the environment</li> </ul> | <ul style="list-style-type: none"> <li>Physical Education and Arts play area</li> <li>-ICT tools</li> <li>- Magazines</li> <li>- Artefacts</li> </ul> |

| TOPIC / CONCEPT | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES<br>AND NOTES   | SUGGESTED RESOURCES  |
|-----------------|---|--|---|--|
|                 | <ul style="list-style-type: none"> <li>produce artworks and Artefacts from their environment</li> <li>respond to an animation and puppetry performances</li> <li>use dance vocabulary</li> <li>analyse dance formation</li> <li>state the relationship between dance and communication</li> </ul> | <ul style="list-style-type: none"> <li>Dance formations<br/>- shapes, levels, direction and tempos</li> <li>Communication and dance</li> </ul> | <ul style="list-style-type: none"> <li>Watching animation and theatre acts</li> <li>Listing emotions evoked by the performance</li> <li>Demonstrating the importance of shapes, levels and directions in dance</li> </ul> | <ul style="list-style-type: none"> <li>Lights</li> <li>Torches</li> <li>Candles</li> </ul> |

### 7.26 GRADE 1: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

| SUBTOPIC                                 | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES<br>AND NOTES   | RESOURCES  |
|--|--|--|---|--|
| • Physical Education and Arts Technology | <ul style="list-style-type: none"> <li>identify Physical Education and Arts equipment in the school.</li> <li>make recordings using cameras and phones</li> <li>apply relevant lighting during performances</li> <li>Identify sources of sound effects and respond with movement.</li> </ul> | <ul style="list-style-type: none"> <li>Physical Education and Arts equipment in the school</li> <li>Audio and visual recording</li> <li>Lighting and mood.</li> <li>Sounds effects and movements.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying Physical Education and Arts technological tools in the school.</li> <li>Recording other learners during performances.</li> <li>Applying light during performances</li> <li>Recording sounds from the natural environment</li> <li>Responding to sound effects</li> </ul> | Physical Education and Arts play area<br><ul style="list-style-type: none"> <li>Sisal/isikusha/chikwenga/ropes</li> <li>Balls</li> <li>Foam rubber</li> <li>Balancing tins</li> <li>ICT tools</li> <li>Pictures</li> <li>Paraphernalia (costumes and props, equipment, tools)</li> <li>software</li> <li>Rwodzi/ingxoza</li> <li>Mitswi/ ingiga</li> </ul> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <ul style="list-style-type: none"> <li>- Jingle ball</li> <li>- Pictures</li> </ul> |
|--|--|--|--|---|

### 7.27 GRADE 1: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

| TOPIC / CONCEPT                        | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT (Attitude, Skill, Knowledge)  | SUGGESTED ACTIVITIES AND NOTES  | RESOURCES  |
|--|--|---|---|--|
| Physical Education and Arts Enterprise | <ul style="list-style-type: none"> <li>• Identify careers in Physical Education and Arts</li> <li>• role play careers in Physical Education and Arts</li> <li>• Identify media tools for marketing</li> <li>• make sporting and art equipment using locally available resources</li> <li>• role play buying and selling of equipment and tools</li> <li>• price fairly at fundraising shows</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts careers</li> <li>• Marketing media in the community</li> <li>• Business ethics</li> </ul> -soft skills<br>-Ubuntu/Unhu/Vumunhu | <ul style="list-style-type: none"> <li>• Identifying careers in Physical education and Arts</li> <li>• Role-playing careers in Physical Education and Arts</li> <li>• Identifying media and tools for marketing</li> <li>• Constructing sporting and Arts equipment using locally available resources</li> <li>• Role-playing –buying and selling</li> <li>• Pricing fairly</li> <li>• Performing at fundraising shows</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Money and tickets</li> <li>• Physical Education and Arts equipment</li> </ul> |

### 7.28 GRADE 2: TOPIC 1: SAFETY AND HEALTH

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(Skills, Attitudes and Knowledge)  | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCE MATERIALS   |
|-----------|---|---|---|--|
| Safety    | <ul style="list-style-type: none"> <li>• name safe and unsafe objects about storage, use and care.</li> <li>• discuss playing area safety rules</li> <li>• Demonstrate various ways of caring for the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Safety rules:                             <ul style="list-style-type: none"> <li>- with self and others</li> <li>-in and around the environment</li> </ul> </li> <li>• Rules and regulations on the use, storage and care of apparatus, equipment and instruments</li> </ul> | <ul style="list-style-type: none"> <li>• naming safe and unsafe objects about storage, use, handling and care</li> <li>• Cleaning the environment</li> <li>• Discussing safety rules about Physical Education and Arts</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Mats</li> <li>- Equipment within the ECD play centre</li> <li>- Tyres</li> <li>- Hula hoops</li> </ul> |

| SUB-TOPIC | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(Skills, Attitudes and Knowledge)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS  |
|-----------|---|---|--|---|
|           | <ul style="list-style-type: none"> <li>• formulate safety rules and regulations to be followed with and without apparatus, equipment and instruments</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Listing safety rules about Physical Education and Arts</li> <li>• Demonstrating various ways of caring for the apparatus in Physical Education and Arts</li> <li>• Discussing various ways of caring for the apparatus and the environment</li> </ul>   | <ul style="list-style-type: none"> <li>- Cones</li> <li>- Skittles and cones</li> <li>- Resource persons</li> <li>- ICT and e-learning tools</li> </ul>   |
| Health    | <ul style="list-style-type: none"> <li>• exercise regularly to maintain physical fitness and mental health</li> <li>• exercise regularly to enhance muscular development, strength and body coordination</li> <li>• identify good eating habits</li> <li>• name healthy and unhealthy foods</li> <li>• explain the dangers of poor hygiene practices</li> <li>• perform activities used to develop health-related elements of fitness</li> <li>• perform testing and measurement</li> </ul> | <ul style="list-style-type: none"> <li>• Health and Fitness</li> <li>• Healthy eating habits</li> <li>• Personal and environmental hygiene</li> <li>• Health and wellness tests and measurements</li> </ul> | <ul style="list-style-type: none"> <li>• Participating in loco-motor activities such as walking, running, jumping, leaping, hopping, skipping</li> <li>• Demonstrating axial movement activities such as bending, stretching, lifting and twisting</li> <li>• Practising different activities while enjoying the fresh air and sunshine.</li> <li>• Playing and exercising to keep healthy and fit</li> <li>• Practising Aerobic dances</li> <li>• Role-playing consequences of good and bad eating habits</li> <li>• Demonstrating good eating habits</li> <li>• Discussing the importance of a clean environment</li> <li>• Discussing health-related pictures</li> <li>• Discussing ways of caring for the body.</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Slides</li> <li>- Swings</li> <li>- Monkey bars</li> <li>- Pictures</li> <li>- Models of toothbrushes</li> <li>- Paper</li> <li>- Toothpaste</li> <li>- Water</li> <li>- Brushes</li> <li>- Books with songs, poems and stories</li> <li>• Resource persons</li> <li>• Charts on health issues</li> <li>• ICT and e-learning tools</li> <li>- Puppets</li> <li>• Household tools</li> <li>• Skipping ropes</li> <li>• See saws</li> <li>• Springboards                             <ul style="list-style-type: none"> <li>• Locally available resources such as ashes for sanitation</li> </ul> </li> </ul> |

**7.29 GRADE 2: TOPIC 2: HUMAN BODY**

| <b>SUB-TOPIC</b> | <b>OBJECTIVES:<br/>Learners should be able to:</b>   | <b>CONTENT</b><br>(knowledge, skills, values and attitudes)  | <b>SUGGESTED ACTIVITIES</b>  | <b>SUGGESTED RESOURCE MATERIALS</b>   |
|------------------|--|--|--|---|
| Body parts       | <ul style="list-style-type: none"> <li>• identify parts of the human body</li> <li>• discuss the functions of different parts of the human body</li> <li>• Demonstrate caring for their body parts</li> <li>• differentiate between males and females</li> </ul> | <ul style="list-style-type: none"> <li>• Different parts of the human body, their functions and care</li> <li>• Human beings are of different sexes</li> </ul> | <ul style="list-style-type: none"> <li>• Singing rhymes and playing games while naming body parts for example “Head and Shoulders, Knees and Toes”</li> <li>• Identifying and naming parts of the human body</li> <li>• Drawing the human body</li> <li>• Describing body parts and their functions</li> <li>• Matching the body parts and their functions using pictures</li> <li>• Discussing and demonstrating care of body parts</li> <li>• Sorting pictures according to sex</li> <li>• Fitting jigsaw puzzles of males and females</li> <li>• Modeling a human body</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>• Songs and rhymes</li> <li>• Charts of the human body</li> <li>• Poems</li> <li>• Dolls</li> <li>• Mirrors</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• Clay and playdough</li> <li>• Crayons</li> <li>• Books</li> <li>• Paper glue</li> <li>• Educational Magazines</li> <li>• Papier-Mache</li> <li>• ICT and e-learning tools</li> <li>• Beads</li> <li>• Resource persons</li> </ul> |

**7.30 GRADE 2: TOPIC 3: HISTORY OF ARTS**

| <b>SUB-TOPIC</b>   | <b>LEARNING OBJECTIVES<br/>Learners should be able to:</b>  | <b>CONTENT<br/>(knowledge, skills, values and attitudes)</b>   | <b>SUGGESTED ACTIVITIES<br/>AND NOTES</b>  | <b>SUGGESTED RESOURCES</b>   |
|--|---|--|--|--|
| <p>Music and dance</p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in past and present cultures in daily and special events</li> <li>• Movements in response to various musical instruments of different genres, periods and styles</li> <li>• Songs and games in my country</li> </ul> | <ul style="list-style-type: none"> <li>• identify the role of music from past and present cultures in daily and special events</li> <li>• move to various rhythms, melodies and forms of music</li> <li>• sing Zimbabwean Indigenous songs</li> <li>• play game songs from Zimbabwean culture</li> <li>• identify local dance styles, props and costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Music from the community. <ul style="list-style-type: none"> <li>- Jakwara/nhimbe/ilima songs</li> <li>- Jiti songs</li> <li>- Wedding songs</li> <li>- Ceremonial songs</li> <li>- Chimurenga songs</li> <li>- Game songs</li> </ul> </li> <li>• Dance styles, props and costumes</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying the role of music from past and present</li> <li>• Creating dance movements to various forms of music</li> <li>• Singing Indigenous music</li> <li>• Playing local game songs</li> <li>• Identifying local dance styles, props and costumes</li> <li>• Dancing traditional styles</li> <li>• Singing songs from Zimbabwean culture</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area: <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Musical instruments</li> <li>- Props and costumes</li> <li>- ICT tools</li> </ul> </li> </ul>   |
| <p>Visual arts</p>   | <ul style="list-style-type: none"> <li>• classify visual art in the school</li> <li>• naming visual artists in the community and their works</li> <li>• categorise works of art from a variety of places and times</li> <li>• recognize visual art materials from different cultures</li> <li>• identify the role of visual arts and artists</li> </ul>             | <ul style="list-style-type: none"> <li>• Artefacts and artworks <ul style="list-style-type: none"> <li>- models</li> <li>- drawings</li> <li>- wooden carvings and stone sculptures</li> <li>- paintings</li> <li>- pottery</li> </ul> </li> <li>• Functions of visual arts in daily life</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Identifying visual arts in the school</li> <li>• Naming visual arts in the community in daily life</li> <li>• discussing about visual artist and their activities in community</li> <li>• Categorizing visual arts objects according to time and place</li> <li>• Creating artworks using art materials from different cultures</li> </ul>                | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area <ul style="list-style-type: none"> <li>- Play dough/plasticine and clay</li> <li>- ICT tools</li> <li>- Artefacts</li> <li>- Magazines</li> <li>- Sand and water play area</li> <li>- Paint</li> <li>- Artistic portfolios</li> <li>- Bond paper</li> <li>- Monster crayons/charcoal</li> </ul> </li> </ul> |

| SUB-TOPIC  | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES  | SUGGESTED RESOURCES   |
|--|---|---|--|---|
|  | <ul style="list-style-type: none"> <li>• use visual arts material from different culture</li> <li>• organise educational tours to historical sites in the community</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Visiting historical sites in the local community</li> </ul>   |   |
| Theatre<br><br><i>NB learners engage in pre-performance and warm-up activities</i> | <ul style="list-style-type: none"> <li>• identify roles in theatre, film and animation</li> <li>• respond to a variety of theatre, film and animation performances from the community</li> <li>• perform children's theatre</li> <li>• name roles of actors and audience</li> </ul> | <ul style="list-style-type: none"> <li>• Role of theatre</li> <li>• Children's theatre performances</li> <li>• animation</li> <li>• Film</li> <li>• Role of an actor</li> <li>• Role of audience</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing the role of theatre, film and animation</li> <li>• Watching and responding to theatre, film and animation performances.</li> <li>• Performing children's theatre</li> <li>• Describing the roles of actors and audience</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>-Lights</li> <li>-Torches</li> <li>- Candles</li> <li>- ICT tools</li> <li>• Resource person</li> <li>• Picture books</li> <li>• Theatre books</li> </ul> |

### 7.31 GRADE 2: TOPIC 4: GYMNASTICS

| SUBTOPIC                 | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS   |
|--------------------------|---|--|--|--|
| Weight Bearing/Balancing | <ul style="list-style-type: none"> <li>• balance on different points</li> <li>• balance on apparatus</li> <li>• transfer and bear weight</li> <li>• create balances while forming shapes and formations</li> <li>• perform balance tests</li> </ul> | <ul style="list-style-type: none"> <li>• Balance on or with prescribed apparatus</li> <li>• Balancing and creating shapes and formations.</li> <li>• Moderate motor skills</li> <li>• Weight transfer</li> </ul> | <ul style="list-style-type: none"> <li>• Balancing on various points:                             <ul style="list-style-type: none"> <li>– one point</li> <li>– two points</li> <li>– three points</li> <li>– four points</li> <li>– five points</li> <li>– six points</li> </ul> </li> <li>• Transferring and bearing weight through balancing on each other</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Sticks</li> <li>- Mats</li> <li>- Equipment</li> <li>- Tyres</li> <li>- Hula hoops</li> <li>- Skittles and cones</li> <li>-ICT and e-learning tools</li> </ul> |

| SUBTOPIC | OBJECTIVES:<br>Learners should be able to: | CONTENT<br>(knowledge, skills, values and attitudes) | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCE MATERIALS |
|----------|--|--|---|------------------------------|
|          |  |  | <ul style="list-style-type: none"> <li>• Performing balance tests and measurements for 15 seconds</li> <li>• Matching balances</li> <li>• Creating balances in pairs or groups</li> </ul> |                              |

| SUBTOPIC                                  | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS  |
|---|--|---|--|---|
| Locomotion/Movement - Elementary Movement | <ul style="list-style-type: none"> <li>• move from point A to point B in response to stimuli</li> <li>• move continuously from point A to point B with speed, direction and rhythm</li> <li>• move from point A to point B with and on apparatus to a given direction</li> </ul> | <ul style="list-style-type: none"> <li>• One-time motion in response to stimuli</li> <li>• Continuous motion for speed, direction, space and rhythm</li> <li>• Movement on different body parts</li> <li>• movement with and without apparatus</li> </ul> | <ul style="list-style-type: none"> <li>• Moving with and without apparatus from point a to point B in response to stimuli</li> <li>• moving continuously from point A to point B with speed, direction and rhythm</li> <li>• Moving on apparatus from point A to point B in different ways</li> <li>• Walking, running, jumping, rolling, skipping without and with apparatus</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Hula hoops</li> <li>- Skipping ropes</li> <li>- Tyres</li> <li>- Drums</li> <li>- Jingles</li> <li>- Sticks</li> <li>- Mats</li> <li>• Resource persons</li> <li>• ICT tools</li> </ul> |

### 7.32 GRADE 2: TOPIC 5: PLAY AND GAME SKILLS

| SUB-TOPIC           | OBJECTIVES:<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES   | SUGGESTED RESOURCE MATERIALS   |
|---------------------|---|---|--|--|
| Coordination Skills | <ul style="list-style-type: none"> <li>• execute coordinated movements in a sequence with ease</li> </ul> | <ul style="list-style-type: none"> <li>• Basic concepts of coordination in</li> <li>- balance</li> <li>- weight transfer</li> </ul> | <ul style="list-style-type: none"> <li>• Practising coordination games such as:</li> <li>- sack races</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Balls</li> </ul> |

|   |  |   |   |   |
|---|--|---|---|---|
|   | <ul style="list-style-type: none"> <li>• perform weight transfer in weight-bearing activities</li> <li>perform different tasks at varied speeds</li> <li>• Execute mass display formations in response to stimuli</li> </ul>   | <ul style="list-style-type: none"> <li>• Skills of coordination with and without apparatus</li> <li>• Coordination</li> <li>- Formations</li> <li>- stimuli</li> </ul>  | <ul style="list-style-type: none"> <li>- ball-wall tossing</li> <li>- cross crawls</li> <li>- egg and spoon race</li> <li>- three-legged race</li> <li>- nhodo/ igwini</li> <li>- chickens in the den</li> <li>• Changing over from one balance to another using jumping jacks, folk dances and animal walks using music as stimuli</li> <li>• Executing mass display formations</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>-Sand/ Seed/ Bean bags</li> <li>- Ropes</li> <li>- Hula hoops</li> <li>- Spoons</li> <li>- Sticks</li> <li>- Tins</li> <li>- Pebbles</li> <li>- Skittles and cones</li> <li>- Coordination ladder</li> <li>- Medicine balls</li> <li>• Resource persons</li> <li>ICT and e-learning tools</li> </ul> |
| <p>Sending, Receiving, and Travelling</p> | <ul style="list-style-type: none"> <li>• demonstrate proper receiving and sending techniques</li> <li>• practise receiving using equipment</li> <li>• execute correct and safe techniques of moving with the apparatus'</li> <li>• Practise ways of sending and receiving from multiple directions.</li> </ul> | <ul style="list-style-type: none"> <li>- Receiving from multiple dimensions</li> <li>- Receiving using equipment</li> <li>- Sending in various directions</li> <li>- Moving with and without apparatus, for speed, space, distance, direction, height, shielding and positioning</li> </ul> | <ul style="list-style-type: none"> <li>• Throwing and receiving apparatus to self</li> <li>• Throwing apparatus against the wall</li> <li>• Bouncing and receiving apparatus with/ without movement</li> <li>• Throwing and catching apparatus with partner</li> <li>• Throwing apparatus around in groups forming various shapes</li> <li>• Collecting ball from the partner</li> <li>• Rolling to the wall and collecting</li> <li>• Sending using apparatus</li> <li>• Cradling the ball to the chest with one/ two hands</li> <li>• Striking suspended objects in any direction</li> <li>• Striking suspended objects in specific directions</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Balls</li> <li>- Buckets</li> <li>- Bats</li> <li>- Mats</li> <li>- Sand/ Seed/ Bean bags</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><i><b>NB: Learners should be taught indigenous games found in their locality</b></i></p> |  |  | <ul style="list-style-type: none"> <li>• Playing indigenous games like run and dodge</li> <li>• Moving from one place to another with/ without an apparatus</li> <li>• Playing games like potato race, seed/sand/ bean bag race</li> </ul> |  |
|---|--|--|--|--|

| SUB-TOPIC      | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCE MATERIALS   |
|----------------|--|---|---|--|
| Kids Athletics | <ul style="list-style-type: none"> <li>• demonstrate different running techniques</li> <li>• execute rotational and whole-body throwing</li> <li>• engage in horizontal, vertical and sideways jumps</li> <li>• demonstrate continuous single and double-footed jumps</li> <li>• execute tests and measurement activities</li> </ul> | <ul style="list-style-type: none"> <li>• Running                             <ul style="list-style-type: none"> <li>- on the balls of the feet</li> <li>- lifting knees</li> <li>- bending elbows</li> </ul> </li> <li>• Rotational throwing</li> <li>• Whole body throwing</li> <li>• Sideways, horizontal and vertical jumping over obstacles</li> <li>• Continuous single and double-footed jumps</li> <li>• Tests and measurements</li> </ul> | <ul style="list-style-type: none"> <li>• Running freely in various directions within the marked area</li> <li>• Practising relay-running activities</li> <li>• Performing forward squat jumps</li> <li>• Executing knee throws</li> <li>• Throwing over a barrier targeting using the;                             <ul style="list-style-type: none"> <li>- overhead</li> <li>- over arm throw</li> <li>- backward throw</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts Play area                             <ul style="list-style-type: none"> <li>- Cones</li> <li>- Skittles</li> <li>- Landing mattresses</li> <li>- Balls</li> <li>- Buckets</li> <li>- Bats</li> <li>- Mats</li> <li>- Sand/ Seed/ Bean bags</li> <li>- Skipping ropes</li> <li>- Wickets</li> </ul> </li> </ul> |

| SUB-TOPIC      | OBJECTIVES:<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCE MATERIALS   |
|----------------|--|--|---|--|
|                |  |  | <ul style="list-style-type: none"> <li>- Under arm throwing</li> <li>• Stepping and throwing</li> <li>• Whole body throwing</li> <li>• Throwing for distance, accuracy and height</li> <li>• Performing the rotational throw</li> <br/> <li>• Rope skipping</li> <li>• Cross hopping</li> <li>Going through the Speed ladder</li> <li>• Standing jumps</li> <li>• Single and double-foot jumps</li> <li>• Hopping, sideways jumping</li> <li>• Single- and double-foot take-off</li> <li>• Jumping for distance and height</li> </ul> | <ul style="list-style-type: none"> <li>- Foam wedges</li> <li>- Obstacles to jump over</li> <li>- Soft rubber rings</li> <li>- Medicine balls</li> <li>- Rubber chickens</li> <li>- Improvised safe age age-appropriate equipment</li> <li>- Relay batons</li> <li>- Mini hurdles</li> <li>• Resource persons</li> <li>• ICT and e-learning tools</li> </ul>   |
| Aquatic Skills | <ul style="list-style-type: none"> <li>• identify water bodies.</li> <li>• recognise water hazards</li> <li>• practise safe water entry and exit.</li> <li>• execute the correct breathing techniques when underwater</li> <li>• demonstrate water familiarisation drills (splashing, gliding and stroking)</li> </ul> | <ul style="list-style-type: none"> <li>• Aquatic safety</li> <li>- safe entry</li> <li>- safe exit</li> <li>- submerging</li> <li>- safe play</li> <li>• Floating</li> <li>- with apparatus</li> <li>- without apparatus</li> <li>• Splashing, gliding and stroking</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying water bodies</li> <li>• Discussing water hazards</li> <li>• Practising safe water entry and exit</li> <li>• Blowing bubbles in water</li> <li>• Practising breathing techniques underwater</li> <li>• Practising floating using floating aids</li> <li>• Pushing balls using the nose, mouth, chin and forehead in water</li> <li>• Splashing water</li> <li>• Treading in water</li> <li>• Executing splashing, gliding and stroking</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Swimming pool:</li> <li>- Charts on water bodies</li> <li>- Outdoor pursuits</li> <li>- Pictures of water bodies</li> <li>- Float boards</li> <li>- Coins</li> <li>- Tyre tubes</li> <li>- Life-buoy</li> <li>- Table tennis balls</li> <li>- Ropes</li> <li>- Goggles</li> <li>- Pool bouy</li> <li>- Whistle</li> <li>- Resource persons</li> <li>• - ICT and e-learning tools</li> </ul> |

**7.33 GRADE 2: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE**

| SUBTOPIC   | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES  | SUGGESTED RESOURCES  |
|--|--|---|---|--|
| Music  | <ul style="list-style-type: none"> <li>• Identify pitch on a musical ladder</li> <li>• play percussion instruments to accompany short melodies</li> <li>• compose melodies using digital and electronic tools</li> <li>• arrange short melodies/motifs into songs</li> <li>• mimic life activities (movements) that denote the sound duration of each of the respective basic note values</li> <li>• read basic note values</li> <li>• move in response to given basic note values</li> <li>• distinguish pitch levels in given short melodies/motifs</li> <li>• identify musical forms in melodies</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch identification in songs</li> <li>• Body Percussion to accompany short motifs</li> <li>• Composition, arrangement, and improvisation of melodies ie, either singing or instrumental</li> <li>• Percussion instruments in short melodies and songs</li> <li>• Oral reading of basic note values:                             <ul style="list-style-type: none"> <li>- Semi-breve</li> <li>- Minim</li> <li>- crotchet</li> <li>- Quaver</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Discriminating pitch levels from various sound sources</li> <li>• Creating movements in response to short melodies</li> <li>• Composing short melodies using digital and electronic tools</li> <li>• Arranging musical notes to come up with short melodies.</li> <li>• Imitating various sound levels with respect to note values</li> <li>• Playing percussion instruments to accompany short melodies</li> <li>• Reading basic note values</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area                             <ul style="list-style-type: none"> <li>- Percussion instruments such as ngoma/ingungu/drum, shaker</li> <li>- Melodies on charts</li> <li>- Pitch symbols on cards</li> <li>- Basic note values on charts</li> <li>- Basic note values on the chalkboard/interactive board</li> <li>- Tape recorded music</li> <li>- ICT tools</li> </ul> </li> </ul> |
| Visual Arts<br><ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Identify 3 dimensional objects</li> <li>• design patterns on 3-dimensional objects</li> <li>• Apply elements and principles of design when making artworks</li> <li>• sort primary colours</li> </ul>   | <ul style="list-style-type: none"> <li>• 3-dimensional objects</li> <li>• Elements and principles of design</li> <li>• Colour wheel</li> <li>• Drawing and painting</li> <li>• Construction of objects</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifying 3-dimensional objects</li> <li>• Designing 3-dimensional objects using locally available material</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area                             <ul style="list-style-type: none"> <li>-dough/plasticine/clay</li> <li>- ICT tools</li> <li>- Artefacts</li> <li>- Magazines</li> <li>- Sand and water □ - Paint</li> <li>- Artistic portfolios</li> </ul> </li> </ul>  |

|  |   |  |   |  |
|--|---|--|---|--|
|  | <ul style="list-style-type: none"> <li>• apply elements and principles of design in drawing and painting</li> <li>• create a colour wheel of primary and secondary colours</li> <li>• Construct objects</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Making a colour wheel of primary and secondary colours</li> <li>• Painting and drawing objects using the colour wheel</li> <li>• Creating sculptural objects using different materials available</li> <li>• Weaving using different media to produce artworks</li> </ul>   | <ul style="list-style-type: none"> <li>- Bond paper,</li> <li>- Crayons/charcoal</li> </ul>  |
| <p>Theatre</p> <p>☐</p> <p><b><i>NB The facilitator may assist learners to engage in pre-performance and warm-up activities.</i></b></p> | <ul style="list-style-type: none"> <li>• play theatre games</li> <li>• solve problems in their games</li> <li>• focus on their activities</li> <li>• arrange a story</li> <li>• act as living statues of national leaders</li> <li>• use props and costumes relevantly</li> <li>• create stories from picture books</li> <li>• tell stories from picture books</li> </ul> | <ul style="list-style-type: none"> <li>• Theatre games</li> <li>-cooperation skills and concentration</li> <li>• Story outline</li> <li>• Tableau/still pictures</li> <li>- national leaders</li> <li>• Costumes and props usage</li> <li>• Improvisation of stories from pictures</li> </ul> <p>☐</p> | <ul style="list-style-type: none"> <li>• Playing theatre games</li> <li>• Creating a story in chronological order</li> <li>• Performing theatre games</li> <li>• Arranging a story</li> <li>• Using props and costumes appropriately</li> <li>• Telling stories from picture books</li> <li>• Acting as living statues depicting community leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- ICT tools</li> <li>- Lights</li> <li>- Torches</li> <li>- Candles</li> <li>• Resource persons</li> <li>• Picture books</li> <li>• Theatre books</li> </ul> |
| <p>Dance</p> <p><b><i>NB learners engage in pre-performance and warm-up activities.</i></b></p>  | <ul style="list-style-type: none"> <li>• perform complete dance movement patterns and sequences</li> <li>• create different variations</li> <li>• make quick dance turns</li> <li>• form shapes</li> <li>• create solo dance performances</li> <li>• work as a dance ensemble</li> </ul>  | <ul style="list-style-type: none"> <li>• Movement patterns and sequence</li> <li>• Movement problems</li> <li>• Shapes and movement</li> <li>- fast and slow tempo</li> <li>• Dance phrases</li> <li>• Group dynamics</li> </ul>   | <ul style="list-style-type: none"> <li>• Solving dance problems</li> <li>• Creating different dance patterns and sequence</li> <li>• Creating different shapes</li> <li>• Choreographing</li> <li>• Performing solo dance pieces</li> <li>• Performing group dances</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- ICT tools</li> <li>- Lights</li> <li>- Torches</li> <li>- Candles</li> <li>• Resource person</li> <li>• Picture books</li> </ul> <p>☐</p>                  |

**7.34 GRADE 2: TOPIC 7: AESTHETIC VALUES AND APPRECIATION**

| SUB-TOPIC   | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES   | SUGGESTED RESOURCES  |
|---|---|---|---|--|
| Physical Education and Arts aesthetic values and appreciation | <ul style="list-style-type: none"> <li>• identify Physical Education and Arts appreciation skills</li> <li>• apply Physical Education and Arts appreciation skills</li> <li>• analyse movement in Physical Education and Arts performances</li> <li>• assign meaning to artworks within the community</li> <li>• appreciate animation and puppetry</li> <li>• identify messages in live performances</li> <li>• discuss the role of actors in a performance</li> <li>• State the moral message in a performance</li> <li>• state the relationship between dance mood ideas and communication</li> <li>• outline the ideas being shown in the dance performance</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts appreciation skills.</li> <li>• Physical Education and Arts Movement</li> <li>• Artworks within the community</li> <li>• Puppetry and animation appreciation</li> <li>• Live performance appreciation</li> <li>• Actor’s performance</li> <li>• Message and moral values of the story</li> <li>• Communication in dance and theatre</li> </ul> <p>- mood<br/>- ideas</p> | <ul style="list-style-type: none"> <li>• Identifying Physical Education and Arts appreciation skills</li> <li>• Applying Physical Education and Arts appreciation skills</li> <li>• Analysing movement in Physical Education and Arts performances</li> <li>• Evaluating different artworks to come up with meaning.</li> <li>• Watching animation and puppetry performances.</li> <li>• Watching live performances</li> <li>• Appreciating an actor’s performance by clapping, smiling and laughing</li> <li>• Applying dance as a communication tool</li> <li>• Expressing message through dance</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>- Pitch symbols in tonic solfa on cards and charts</li> <li>- Tempo markings on cards</li> <li>- ICT tools</li> <li>- Charts</li> <li>- Pictures of artists</li> </ul> |

**7.35 GRADE 2: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY**

| TOPIC                                  | LEARNING OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(knowledge, skills, values and attitudes)   | SUGGESTED ACTIVITIES AND NOTES  | RESOURCES   |
|--|--|--|---|---|
| Physical Education and Arts Technology | <ul style="list-style-type: none"> <li>● Care for Physical Education and Arts equipment</li> <li>● Use Physical Education and Arts equipment</li> <li>● Compose music</li> <li>● Record performances and compositions</li> <li>● Identify Physical</li> <li>● Use software to create artworks</li> </ul> | <ul style="list-style-type: none"> <li>● Physical Education and Arts Equipment                             <ul style="list-style-type: none"> <li>- storage</li> <li>- care</li> <li>- use</li> </ul> </li> <li>● Music composition and recording</li> <li>● Physical Education and Arts technological tools in society</li> <li>● Physical Education and Arts software                             <ul style="list-style-type: none"> <li>- KidPix</li> <li>- Pixton</li> <li>- SportsLab</li> </ul> </li> <li>● Slides picture stories</li> <li>- characters and conflict</li> </ul> | <ul style="list-style-type: none"> <li>● Caring for Physical Education and Arts equipment</li> <li>● Operating Physical Education and Arts equipment</li> <li>● Composing music</li> <li>● Recording music compositions and performances</li> <li>● Identifying software for use.</li> <li>● Creating picture stories.</li> </ul> | Physical Education and Arts play area <ul style="list-style-type: none"> <li>- ICT tools</li> <li>- Charts with musical notes</li> <li>- Exercise books</li> <li>- Pen/pencil</li> <li>- Lights</li> <li>- software</li> <li>- Torches</li> </ul> |

**7.36 GRADE 2: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE**

| TOPIC / CONCEPT                        | LEARNING OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(knowledge, skills, values and attitudes)  | SUGGESTED ACTIVITIES<br>AND NOTES   | RESOURCES  |
|--|---|---|---|--|
| Physical Education and Arts Enterprise | <ul style="list-style-type: none"> <li>• Identify careers in Physical Education and Arts</li> <li>• Use marketing media</li> <li>• role play selling of Physical Education equipment and tools</li> <li>• charge fairly at fundraising performances</li> <li>• incorporate soft skills in a performance<br/><i>Ubuntu/Unhu/Vumunhu</i></li> <li>• make sporting and art equipment using locally available resources</li> <li>• Price their equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts careers</li> <li>• Marketing Media in the society</li> <li>• Business ethics</li> <li>- soft skills</li> <li>- <i>Ubuntu/Unhu/Vumunhu</i></li> </ul> | <ul style="list-style-type: none"> <li>• Identifying careers in Physical Education and Arts</li> <li>• Role-playing different careers</li> <li>• Creating advertising using marketing media</li> <li>• Role-playing –buying and selling musical equipment</li> <li>• Performing at fundraising performances</li> <li>• Demonstrating business ethics</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Education and Arts play area</li> <li>• ICT tools</li> <li>- money tickets</li> <li>- Equipment</li> </ul> |

## **8.0 ASSESSMENT**

Learners shall be assessed at school level through continuous assessment and summative assessment. These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at infant school module. Arrangements, accommodations and modifications shall be visible to enable learners with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, School – Based Project Assessment Scheme and specification grid.

### **8.1 Assessment Objectives**

Learners shall be assessed on their ability to:

- recognize body parts about left and right orientation, execute movement and coordination skills, and perform balancing, running, jumping, and throwing techniques
- utilise knowledge, skills, and technologies to design, create and present Physical Education and Arts products, incorporating aquatic skills, health, and safety concepts, and effective designing elements
- perform traditional and contemporary Zimbabwean dances, correlate dances with Zimbabwean heritage, and design choreography
- display social skills related to the cultural values of a Zimbabwean society
- apply arts literacy, designs, and aesthetic values in Physical Education and Arts
- demonstrate entrepreneurial skills, Ubuntu/Unhu/Vumunhu (soft skills) through Physical Education and Arts

### **8.2 Assessment Model**

School Based Continuous Assessment shall be used for learners in ECD A and B. There shall not be any Summative assessment for ECD A and B. Assessment shall be 20% School Based Project and 80% other continuous assessment activities.

Grade 1 and 2 shall have both Continuous and Summative Assessments as illustrated in Figure 1. Continuous assessment shall include recorded School Based Continuous Learning and Assessment activities marks. The mark shall be included on learners' end of term and year reports. Summative assessment shall be school tests which are at the end of the term and year.

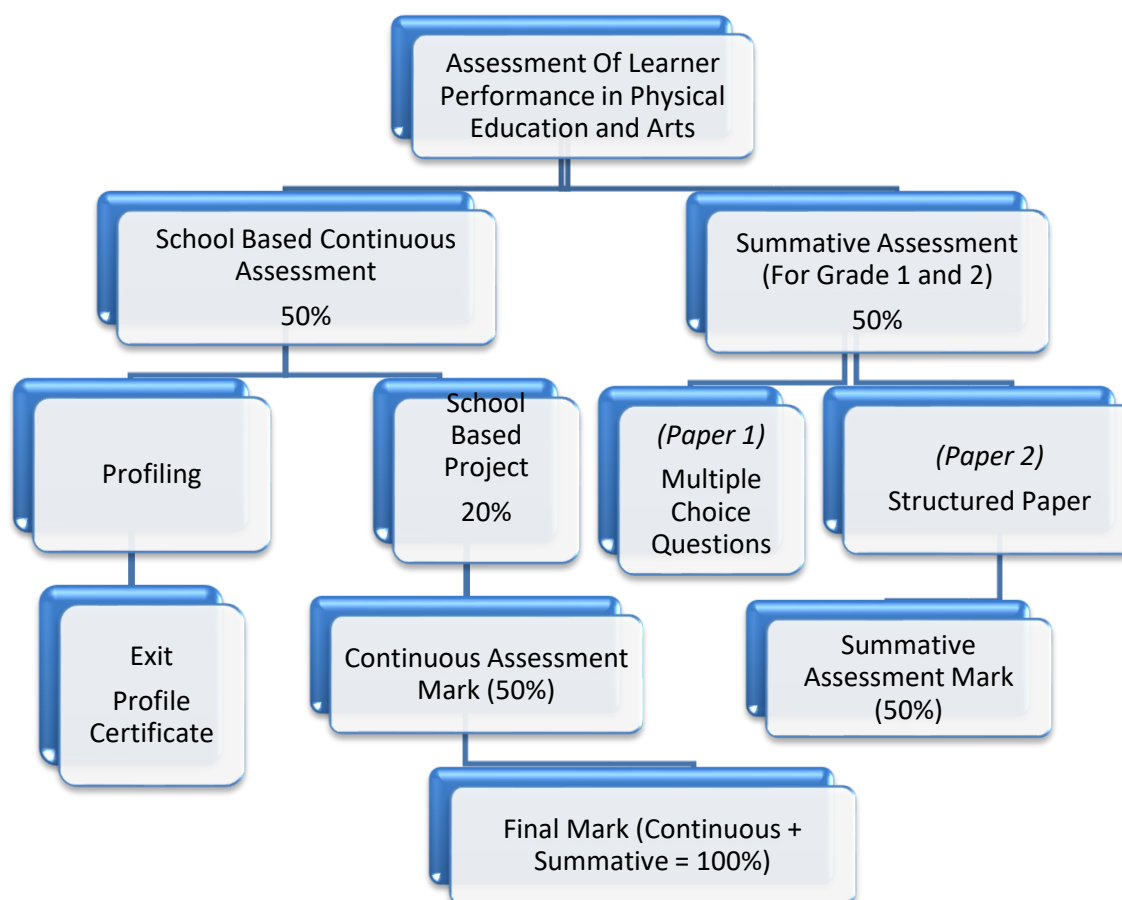


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued at the end of Grade 2. The certification is to officially verify and validate that a pupil has acquired competences at the point of exit.

### 8.3 Scheme of Assessment

The table below shows the Scheme of Assessment for Grade 1 and 2 where 50% is allocated to Continuous Assessment and 50% to Summative Assessment.

| FORM OF ASSESSMENT    | WEIGHTING   |
|-----------------------|-------------|
| Continuous Assessment | 50%         |
| Summative Assessment  | 50%         |
| <b>Total</b>          | <b>100%</b> |

Of the 50% for continuous assessment, 20% shall be allocated to the School Based Project. The remaining 30% shall be for other school based continuous learning activities that learners do at school as part of formative assessment.

Both the continuous and summative assessment marks shall be recorded on the learners' reports on a termly basis.

### 8.4 School – Based Project Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

| Project Execution Stages | Project Stage Description  | Timeline            | Marks     |
|--------------------------|--|---------------------|-----------|
| 1                        | Understanding and adoption of what is to be done according to teacher or learner theme | January - April     | 5         |
| 2                        | Exploration of the theme as guided by the teacher                                      | May                 | 10        |
| 3                        | Participation in engagement activities   | June                | 10        |
| 4                        | Collecting or selecting relevant materials to use                                      | July                | 5         |
| 5                        | Creating the project   | August - September  | 10        |
| 6                        | Collaboration with others in refining the project                                      | October             | 5         |
| 7                        | Presentation of the project  | November - December | 5         |
| <b>TOTAL</b>             |  |                     | <b>50</b> |

The assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

### 8.5 ASSESSMENT INSTRUMENTS

The following are suggested assessment tools:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Tests
- School based projects

### 8.6 SCHEME OF ASSESSMENT

Learners will be assessed through Continuous and Summative Assessments as shown in the table below:

| LEVEL         | FORM OF ASSESSMENT    | WEIGHTING |
|---------------|-----------------------|-----------|
| ECD           | Continuous Assessment | 100%      |
| GRADE 1 AND 2 | Continuous Assessment | 50%       |
|               | Summative Assessment  | 50%       |

### 2.3 Specification Grid

The weighting of the skills to be assessed is as follows:

| <b>SKILL</b> | <b>WEIGHTING</b> | <b>DESCRIPTION</b>  |
|--------------|------------------|---|
| Technical    | 40               | Fitness, coordination and balance, movement and space awareness |
| Cognitive    | 25               | Knowledge, comprehension, application, analysis and evaluation  |
| Social       | 20               | Interaction, relationships, teamwork and respect                |
| Emotional    | 15               | Self-awareness, self-esteem, empathy and focus                  |
| <b>TOTAL</b> | <b>100</b>       |   |

