

MOVEMENT SCHEME OF WORK GRADE 2 TERM ONE

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5			OPENING AND PREPARATIONS					
2	1-5	1.0 Basic motor skills	Locomot or skills:	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when hopping for body awareness, b) watch a video clip on grasshoppers hopping for digital literacy, c) perform hopping in different ways for strength, coordination, endurance, balance and space awareness, d) practice hopping in different ways for strength, coordination, endurance, balance and excellence, e) establish relationships through hopping for critical thinking and problem, f) appreciate hopping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, collaboration, and peaceful coexistence, i) observe rules when playing games for own and others safety.	1. Mention animals that hop? 2. Name the parts of the body that are in use when hopping	Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis). ▪ Learners could watch video clips of other learners performing the hop skill o Hop in different directions - forward, - backward, - to the right - to the left o Hop in different pathways - circular - straight - curved - zigzag o Hop in different levels - low - medium - high ▪ Learners hop in varying levels and make shapes such as: - square - circle - rectangle	Realia	1.Observation 2.Oral questions	

						<ul style="list-style-type: none"> - wavy lines - triangles 			
3	1-5	1.0 Basic motor skills	Locomot or skills:	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name the parts of the body that are in use when hopping for body awareness,</p> <p>b) watch a video clip on grasshoppers hopping for digital literacy,</p> <p>c) perform hopping in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>d) practice hopping in different ways for strength, coordination, endurance, balance and excellence,</p> <p>e) establish relationships through hopping for critical thinking and problem,</p> <p>f) appreciate hopping for strength, coordination, balance and self-esteem</p> <p>g) make appropriate play items for creativity and imagination,</p> <p>h) play simple games for enjoyment, collaboration, and peaceful coexistence,</p> <p>i) observe rules when playing games for own and others safety.</p>	<p>1. Mention animals that hop?</p> <p>2. Name the parts of the body that are in use when hopping</p>	<p>Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis).</p> <ul style="list-style-type: none"> ▪ Learners could watch video clips of other learners performing the hop skills o Hop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left o Hop in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag o Hop in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners hop in varying levels and make shapes such as: <ul style="list-style-type: none"> - square - circle - rectangle - wavy lines - triangles 	Realia	.Observation 2.Oral questions	
4	1-5		1.2 Locomot or skills:	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name the parts of the body that are</p>	Name the	Learners to answer questions on parts	Realia	.Observation	

			Leaping	<p>in use when leaping for body awareness,</p> <p>b) watch a video clip of the leaping skill for digital literacy,</p> <p>c) perform leaping in different ways for strength, coordination, endurance and balance,</p> <p>d) practice leaping in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>e) establish relationships through leaping for critical thinking and problem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) appreciate leaping for strength, coordination, balance and self-esteem,</p> <p>h) play simple games for creativity, enjoyment and peaceful coexistence,</p> <p>i) observe the rules when playing games for own and others safety.</p>	<p>animals that move around by leaping?</p> <p>2. Name the parts of the body used for leaping</p>	<p>of the body that are used for leaping.</p> <p>□ Learners could watch videos clips of other learners performing the skill leaping.</p> <ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> ○ leaping different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ leaping in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ leaping in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners establish relationships such mirroring, under, on, over, though, round and beside. ▪ Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. ▪ Learners to leap making a combination of levels, pathways. ▪ Learners to obey rules as they leap and play games 		2.Oral questions	
5	1-5		1.2 Locomot or skills:	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name the parts of the body that are</p>	Name the animals	Learners to answer questions on parts of the body that are used for leaping.	Realia		

			<p>Leaping</p> <p>in use when leaping for body awareness, b) watch a video clip of the leaping skill for digital literacy, c) perform leaping in different ways for strength, coordination, endurance and balance, d) practice leaping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through leaping for critical thinking and problem, f) make appropriate play items for creativity and imagination, g) appreciate leaping for strength, coordination, balance and self-esteem, h) play simple games for creativity, enjoyment and peaceful coexistence, i) observe the rules when playing games for own and others safety.</p>	<p>that move around by leaping? 2. Name the parts of the body used for leaping</p>	<p>□ Learners could watch videos clips of other learners performing the skill leaping.</p> <ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> ○ leaping different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ leaping in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ leaping in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners establish relationships such mirroring, under, on, over, though, round and beside. ▪ Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. ▪ Learners to leap making a combination of levels, pathways. ▪ Learners to obey rules as they leap and play games 			
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6	1-5		<p>1.3 Locomot or Skill: Jumping for distance</p> <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) watch a video clip on triple jump for digital literacy,</p> <p>b) perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>c) practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>d) establish relationships through jumping for distance for critical thinking and problem solving,</p> <p>e) appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>h) observe the rules when playing games for own and others safety</p>	<p>1. name the parts of the body that are used for jumping</p> <p>2. Which direction is easier to jump towards</p> <p>3. name insects that move by jumping</p>	<p>Learners to answer questions on the parts of the body that are use when jumping for distance.</p> <ul style="list-style-type: none"> ▪ Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. ▪ learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> o jumping in different directions such as forward, backward, to the right and left o jumping in different pathways such as circular, straight, curved and zigzag o jumping in different levels such low, <p>medium and high</p> <ul style="list-style-type: none"> o jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through ▪ Learners cooperate with others and play game that involve jumping for 	Realia	.Observation 2.Oral questions	
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						distance <ul style="list-style-type: none"> Observe rules when playing games involving jumping for distance for own and others safety 			
7	1-5		Locomot or Skill: Jumping for distance	By the end of the sub-strand, the learner should be able to: a) watch a video clip on triple jump for digital literacy, b) perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness, c) practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through jumping for distance for critical thinking and problem solving,	1. name the parts of the body that are used for jumping 2. Which direction is easier to jump towards 3. name insects that move by jumping	Learners to answer questions on the parts of the body that are use when jumping for distance. <ul style="list-style-type: none"> Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> jumping in different directions such as forward, backward, to the right and left jumping in different pathways such as circular, straight, curved and zigzag jumping in different levels such 	Realia	.Observation 2.Oral questions	

				<p>e) appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>h) observe the rules when playing games for own and others safety</p>		<p>low,</p> <p>medium and high</p> <ul style="list-style-type: none"> o jumping using varying speed such as slowly fast and faster <ul style="list-style-type: none"> ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground <ul style="list-style-type: none"> ▪ the learners to establish relationships such mirroring ,under, on ,over, through ▪ Learners cooperate with others and play game that involve jumping for distance ▪ Observe rules when playing games involving jumping for distance for own and others safety 			
8	1-5		<p>Non- Locomot or skills:</p> <p>Pulling and pushing</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) watch a video clip on pulling and pushing activities for digital literacy,</p> <p>b) perform pulling and pushing in different ways for coordination, strength, and endurance,</p> <p>c) practice pulling and pushing for strength, coordination, balance and self-esteem,</p> <p>d) establish relationships through</p>	<p>1. How can you move a heavy object from one place to another?</p> <p>2. Name the body parts used for pulling</p>	<p><input type="checkbox"/> Learners to watch videos clips or picture cut outs of people pulling and pushing.</p> <p><input type="checkbox"/> Learners to practice pulling and pushing using the following suggested physical activities:</p> <ul style="list-style-type: none"> o Four learners to hold a rope two on either side and pull each other o learners push and pull each other into different directions (forward, 	Realia	.Observation 2.Oral questions	

				pulling and pushing for creativity, e) appreciate pulling and pushing for strength, endurance and self-awareness, f) play games for enjoyment, collaboration , and peaceful coexistence, g) observe rules when pulling and pushing for own and others safety.	and pushing	backwards, left, right) ○ learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster) <input type="checkbox"/> Learners for enjoyment. <input type="checkbox"/> Learners obey rules when playing games for safety			
9	1-5		Non- Locomot or skills: Pulling and pushing	By the end of the sub strand, the learner should be able to: a) watch a video clip on pulling and pushing activities for digital literacy, b) perform pulling and pushing in different ways for coordination, strength, and endurance, c) practice pulling and pushing for strength, coordination, balance and self-esteem, d) establish relationships through pulling and pushing for creativity, e) appreciate pulling and pushing for strength, endurance and self-awareness, f) play games for enjoyment, collaboration , and peaceful coexistence, g) observe rules when pulling and pushing for own and others safety.	1. How can you move a heavy object from one place to another? 2. Name the body parts used for pulling and pushing	<input type="checkbox"/> Learners to watch videos clips or picture cut outs of people pulling and pushing. <input type="checkbox"/> Learners to practice pulling and pushing using the following suggested physical activities: ○ Four learners to hold a rope two on either side and pull each other ○ learners push and pull each other into different directions (forward, backwards, left, right) ○ learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster) <input type="checkbox"/> Learners for enjoyment. <input type="checkbox"/> Learners obey rules when playing games for safety	Realia	.Observation 2.Oral questions	
10	1-5		2.2 Non- Locomot	By the end of the sub-strand the learner should be able to: a) watch a video clip of animals playing and turning for digital literacy,	Which parts of the body is touching	learners to watch video clips of animals turning such as donkey's dog's cat's lions.	Realia	.Observation 2.Oral questions	

			or skills: Turning	b) perform turning in different ways for agility and self-awareness, c) practice turning in different ways for agility and space awareness, d) establish relationships through turning for creativity, e) appreciate turning for agility and self-awareness, f) play games for enjoyment , collaboration, and peaceful coexistence, g) observe rules when playing games for own and others safety	the ground when you lie on the ground and face up? 2. Name parts of the body that you can turn	<ul style="list-style-type: none"> ○ Learners to turn to different directions such as right, left ○ Learners to make, quarter turns, half turns and complete turns (360%) ○ Learners lie on the ground on their back and then turn onto their stomach ○ learners turn using varying levels (low, medium and high) to a given direction ○ learners to pair up and turn to each other as they give a high five <ul style="list-style-type: none"> ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 			
1 1	1- 5		3.1 Manipulative skills: Kicking	By the end of the strand the learner should be able to: a) name the parts of the body that are in use when kicking for body awareness, b) watch a video clip on a game of soccer and observe kicking for digital literacy, c) perform kicking in different ways for strength, coordination, endurance, balance and space awareness, d) practice kicking in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships through kicking for critical thinking and problem solving, f) appreciate kicking for strength, coordination, balance and self-esteem, g) make appropriate play items for	1. Name some of the items that are safe to kick 2. Which parts of the body are used in kicking	Learners to name the body parts that are in use when kicking. <ul style="list-style-type: none"> ▪ Learners could be shown video clips of people kicking balls ▪ Learners to be guided on kicking in different ways by: <ul style="list-style-type: none"> ○ kicking in different directions such as forward, backward, to right and left ○ kicking in different pathways such as circular, straight, curved and zigzag ○ kicking in different levels such low, medium and high ○ kicking using varying speed such as slowly fast and faster ○ kick the ball and form the letters of the alphabet such as I, L, N, M, K <ul style="list-style-type: none"> ▪ Learners to make different balls and use them for playing games using 	Realia	.Observation 2.Oral questions	

				creativity and imagination, h) play games for enjoyment, collaboration, and peaceful coexistence, i) observe rules when playing games for own and others safety.		the kicking skill			
1 2	1- 5		3.1 Manipulative skills: Kicking	By the end of the strand the learner should be able to: a) name the parts of the body that are in use when kicking for body awareness, b) watch a video clip on a game of soccer and observe kicking for digital literacy, c) perform kicking in different ways for strength, coordination, endurance, balance and space awareness, d) practice kicking in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships through kicking for critical thinking and problem solving, f) appreciate kicking for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration, and peaceful coexistence, i) observe rules when playing games for own and others safety.	1. Name some of the items that are safe to kick 2. Which parts of the body are used in kicking	<input type="checkbox"/> Learners to name the body parts that are in use when kicking. <input type="checkbox"/> Learners could be shown video clips of people kicking balls <input type="checkbox"/> Learners to be guided on kicking in different ways by: o kicking in different directions such as forward, backward, to right and left o kicking in different pathways such as circular, straight, curved and zigzag o kicking in different levels such low, medium and high o kicking using varying speed such as slowly fast and faster o kick the ball and form the letters of the alphabet such as I, L, N, M, K <input type="checkbox"/> Learners to make different balls and use them for playing games using the kicking skill. <input type="checkbox"/> Learners to play modified soccer games. <input type="checkbox"/> Learners obey rules for safety	Realia	.Observation 2.Oral questions 3.written questions	
1 3				END OF TERM ASSESSMENT AND CLOSING					