

GRADE ONE

GRADE ONE MOVEMENT ACTIVITIES SCHEME OF WORK TERM TWO

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Basic motor skill	Jumping for height	By the end of the sub-strand, the learner should be able to: watch a video clip on jumping for height for body awareness and digital literacy,	name the body parts in use when jumping for height	performing the high jump and identify the parts of the body used when jumping for height.	Realia charts	1.Observation 2.Oral questions	
	2		Jumping for height	By the end of the sub-strand, the learner should be able to perform jumping for height in different ways for strength, coordination, endurance, balance and space awareness	name the body parts in use when jumping for height	Learners to practice jumping in different ways by: jump in different directions forward, backward, to the right to the left	Realia Charts	.Observation 2.Oral questions	
	3		Jumping for height	By the end of the sub-strand, the learner should be able to : practice jumping for height in different ways for strength, coordination, endurance, balance and for excellence	name the body parts in use when jumping for height	jump in different pathways circular straight curved zigzag	Realia Charts	.Observation 2.Oral questions	
	4		Jumping for height	By the end of the sub-strand, the learner should be able to establish relationships through jumping for height for	Which direction is easier for you to jump to?	jump in different pathways circular straight	Realia charts	Observation	

				critical thinking and problem solving		curved zigzag			
	5		Jumping for height	By the end of the sub-strand, the learner should be able to appreciate jumping for height for strength, coordination, balance and self-esteem	Which direction is easier for you to jump to?	Learners run in varying levels-slow, medium and fast while making shapes	Realia Charts	.Observation 2.Oral questions	
3	1		Jumping for height	By the end of the sub-strand, the learner should be able to : play games for enjoyment collaboration and peaceful coexistence	Which direction is easier for you to jump to?	Learners to play games that involve jumping for height such as ; in threes and with a rope, two hold on each end and one to jump they change roles till all jump	Realia Charts	.Observation 2.Oral questions	
	2		Stretchin g	By the end of the sub-strand, the learner should be able to explore stretching in different directions for body awareness, ,	Name the body parts that are in use when stretchin	Learners to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs. ,	Realia Charts	.Observation 2.Oral questions	
	3		Stretchin g	By the end of the sub-strand, the learner should be able to perform stretching in different ways for flexibility , agility, coordination and space	Name the body parts that are in use when stretchin	Learner to stretch towards different directions such as sideways. Learners to play games involving	Realia charts	.Observation 2.Oral questions	

				awareness		stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs.			
	4		Stretching	By the end of the sub-strand, the learner should be able to practice stretching in different ways for flexibility, agility, coordination, balance and excellence	Name the body parts that are in use when stretching?	Learner to stretch towards different directions such as sideways. Learners to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs.	Realia Charts	.Observation 2.Oral questions	
	5		Stretching	By the end of the sub-strand, the learner should be able to establish relationships through stretching for critical thinking and problem solving	Name the body parts that are in use when stretching?	Learners to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs	Realia Charts	.Observation 2.Oral questions	
4	1		Stretching	By the end of the sub-strand, the learner should be able to make appropriate play items for creativity and imagination	. How many different directions can you stretch towards	Learners to play games involving stretching such as sitting down and stretching to reach	Realia Charts	.Observation 2.Oral questions	

						objects placed at different distances, heights using the hands or the legs			
	2		Stretching	By the end of the sub-strand, the learner should be able to observe rules when playing games for own and others safety	. How many different directions can you stretch towards	Learners to obey rules as they stretch and play games	Realia Charts	.Observation 2.Oral questions	
	3		Bending and Curling	By the end of the sub-strand, the learner should be able to explore bending and curling in different ways for body awareness,	Name situations where you can bend and curl?	. Learner to bend and curl in different directions. Learners to bend and curl in different levels (low, medium).	Realia charts	.Observation 2.Oral questions	
	4		Bending and Curling	By the end of the sub-strand, the learner should be able to watch a video clip of an inchworm for digital literacy	. Name parts of the body that bend and curl	Learners to watch video clips of the inchworms curling and bending. Learner to bend and curl in different directions	Realia charts	.Observation 2.Oral questions	
	5		Bending and Curling	By the end of the sub-strand, the learner should be able to perform bending and curling in different ways for coordination, endurance and space awareness	Name parts of the body that bend and curl	Learners to participate in activities that involve bending and curling	Realia charts	.Observation 2.Oral questions	
5	1		Bending and Curling	By the end of the sub-strand, the learner should be able to	Name situations where you can bend and curl?	Learners to obey rules when bending and	Realia charts	.Observation 2.Oral questions	

				practice bending and curling in different ways for coordination, endurance, balance and for excellence		curling for own and others safety.			
	2		Bending and Curling	By the end of the sub-strand, the learner should be able to establish relationships through bending and curling for critical thinking and problem	Name situations where you can bend and curl?	Learners to obey rules when bending and curling for own and others safety.	Realia charts	.Observation 2.Oral questions	
	3		Overarm throw	By the end of the sub-strand, the learner should be able to name the parts of the body that are in use during the overarm throw for body awareness	Name games that involve the overarm throw	Learners to name object around the school compound that they are able to throw.	Realia charts	.Observation 2.Oral questions	
	4		Overarm throw	By the end of the sub-strand, the learner should be able to name the parts of the body that are in use during the overarm throw for body awareness	Name games that involve the overarm throw	Learners to name object around the school compound that they are able to throw.	Realia charts	.Observation 2.Oral questions	
	5		Overarm throw	By the end of the sub-strand, the learner should be able to watch a video clip on over arm throw for digital literacy and problem	Name games that involve the overarm throw	Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones	Realia charts	.Observation 2.Oral questions	

				solving					
6	1		Overarm throw	By the end of the sub-strand, the learner should be able to perform the over arm throw in different ways for strength, coordination	Name games that involve the overarm throw	Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back	Realia charts	.Observation 2.Oral questions	
	2		Overarm throw	By the end of the sub-strand, the learner should be able to perform the over arm throw in different ways for strength, coordination	Name games that involve the overarm throw	Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back	Realia charts	.Observation 2.Oral questions	
	3		Overarm throw	By the end of the sub-strand, the learner should be able to practice the over arm throw in different ways for strength, coordination, endurance, balance and for excellence	Name situations where you can use the overarm throw	Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back	Realia charts	.Observation 2.Oral questions	
	4		Overarm throw	By the end of the sub-strand, the learner should be able to practice the over arm throw in different ways for strength, coordination, endurance, balance and for excellence	Name situations where you can use the overarm throw	Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back	Realia charts	.Observation 2.Oral questions	

	5		Overarm throw	By the end of the sub-strand, the learner should be able to establish relationships through using the overarm throw for critical thinking and problem solving	Name situations where you can use the overarm throw	Learners to improvise balls using the locally available materials for use during the over arm throw	Realia charts	.Observation 2.Oral questions	
7	1		Overarm throw	By the end of the sub-strand, the learner should be able to appreciate throwing using the overarm throw for strength, coordination, balance and self-esteem	Name situations where you can use the overarm throw	Throw objects of different sizes using the overarm throw	Realia charts	.Observation 2.Oral questions	
	2		Overarm throw	By the end of the sub-strand, the learner should be able to make appropriate play items for creativity and imagination	Name situations where you can use the overarm throw	Learners to play games that involve the overarm throw	Realia charts	.Observation 2.Oral questions	
	3		Overarm throw	By the end of the sub-strand, the learner should be able to play games for enjoyment, collaboration and peaceful coexistence	Name situations where you can use the overarm throw	Learners to play games that involve the overarm throw	Realia charts	.Observation 2.Oral questions	
	4		Overarm throw	By the end of the sub-strand, the learner should be able to observe rules when playing games for own and others safety.	Name situations where you can use the overarm throw	Learners to observe rules when playing games for safety	Realia charts	.Observation 2.Oral questions	

	5		Catching	By the end of the sub-strand, the learner should be able to explore the different ways of catching a ball for body and space awareness	Name the body parts that are used for catching	Learners to answer questions on the parts of the body in use when catching	Realia charts	.Observation 2.Oral questions	
8	1		Catching	By the end of the sub-strand, the learner should be able to explore the different ways of catching a ball for body and space awareness	Name the body parts that are used for catching	Learners to answer questions on the parts of the body in use when catching	Realia charts	.Observation 2.Oral questions	
	2		Catching	By the end of the sub-strand, the learner should be able to watch a video clip on catching for digital literacy and problem solving,	Name the body parts that are used for catching	Learners in groups to watch a video clips of people playing netball and other games where the catching skill is use	Realia charts	.Observation 2.Oral questions	
	3		Catching	By the end of the sub-strand, the learner should be able to perform catching in different ways for strength, coordination, endurance and balance ,	Name the body parts that are used for catching	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls	Realia charts	.Observation 2.Oral questions	
	4		Catching	By the end of the sub-strand, the learner should be able to	Name the body parts that are used for catching	Learners to practice catching items of	Realia charts	.Observation 2.Oral questions	

				perform catching in different ways for strength, coordination, endurance and balance ,		different sizes such as bean bags, tenniquoits and balls			
	5		Catching	By the end of the sub-strand, the learner should be able to practice catching in different ways for strength, coordination, endurance, balance and excellence	Name the body parts that are used for catching	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls. Learners to practice catching in groups, in twos.	Realia charts	.Observation 2.Oral questions	
9	1		Catching	By the end of the sub-strand, the learner should be able to practice catching in different ways for strength, coordination, endurance, balance and excellence	Name games where catching is used	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls. Learners to practice catching in groups, in twos.	Realia charts	.Observation 2.Oral questions	
	2		Catching	By the end of the sub-strand, the learner should be able to establish relationships through catching for critical thinking and problem solving	Name games where catching is used	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls. Learners to practice catching in groups, in twos.	Realia charts	.Observation 2.Oral questions	
	3		Catching	By the end of the sub-strand, the learner should be able to	Name games where catching is used	Learners to play games using the catching skill.	Realia charts	.Observation 2.Oral questions	

				appreciate catching for strength, coordination and balance and self-esteem,		Learners to observe rules when playing games for safety			
	4		Catching	By the end of the sub-strand, the learner should be able to play games for enjoyment and peaceful coexistence	Name games where catching is used	Learners to play games using the catching skill. Learners to observe rules when playing games for safety	Realia charts	.Observation 2.Oral questions	
	5		Catching	By the end of the sub-strand, the learner should be able to play games for enjoyment and peaceful coexistence	Name games where catching is used	Learners to play games using the catching skill. Learners to observe rules when playing games for safety	Realia charts	.Observation 2.Oral questions	
10	1		Catching	By the end of the sub-strand, the learner should be able to observe rules when playing games for own and others safety	Name games where catching is used	Learners to play games using the catching skill. Learners to observe rules when playing games for safety	Realia charts	.Observation 2.Oral questions	
	2	Swimming	Water safety	By the end of the sub-strand, the learner should be able to name water bodies found in the community,	Name some water bodies around where you come from?	Learners could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools.	Realia charts	.Observation 2.Oral questions	
	3		Water safety	By the end of the sub-strand, the learner should be able to watch a video clip of	Name some water bodies around where you come from?	Learners could be shown video clips of different water bodies such as dams, lakes,	Realia charts	.Observation 2.Oral questions	

				different water bodies for digital literacy		rivers, oceans and swimming pools.			
	4		Water safety	By the end of the sub-strand, the learner should be able to create a poster of pool rules for display in the changing room	Name some water bodies around where you come from?	Learners to create a poster showing the swimming pool rules for display in the changing room	Realia charts	.Observation 2.Oral questions	
	5		Water safety	By the end of the sub-strand, the learner should be able to identify sections of the pool and its environs for safety awareness	Mention some of your classroom rules?	Learners to play water games. Learners to observe safety rules around the swimming pool	Realia charts	.Observation 2.Oral questions	
11	1		Water safety	By the end of the sub-strand, the learner should be able to familiarize with the pool rules for safety	Mention some of your classroom rules?	Learners to play water games. Learners to observe safety rules around the swimming pool	Realia charts	.Observation 2.Oral questions	
	2		Personal floatation device	By the end of the sub-strand, the learner should be able to watch a video clip of people wearing flotation devices for digital literacy	Learners to name different items that float on water	Learners to watch video clips of different types of floatation devices	Realia charts	.Observation 2.Oral questions	
	3		Personal floatation	By the end of the sub-strand, the learner should	Learners to name different items that	Learners to name different items that	Realia charts	.Observation 2.Oral	

			device	be able to identify different personal flotation device for wearing during swimming,	float on water	float on water		questions	
	4		Personal flotation device	By the end of the sub-strand, the learner should be able to demonstrate the wearing of a personal flotation device for safety	Learners to name different items that float on water	Learners practice wearing flotation devices	Realia charts	.Observation 2.Oral questions	
	5		Personal flotation device	By the end of the sub-strand, the learner should be able to play simple water games for enjoyment, collaboration and peaceful coexistence	Name any two pool rules that you know	Learners to play games in water while wearing flotation devices. Learners to observe the pool rules for safety	Realia charts	.Observation 2.Oral questions	
12	1		Personal flotation device	By the end of the sub-strand, the learner should be able to obey the pool rules for own and others safety.	Name any two pool rules that you know	Learners to play games in water while wearing flotation devices. Learners to observe the pool rules for safety	Realia charts	.Observation 2.Oral questions	
	2		Exhaling in water	By the end of the sub-strand, the learner should be able to name the organs used during exhaling in water for	Is it possible to breath with your head in water?	Learners to name the organ used for exhaling in water	Realia charts	.Observation 2.Oral questions	

				body awareness,					
	3		Exhaling in water	By the end of the sub-strand, the learner should be able to watch a video clip on exhaling in water for digital literacy	Is it possible to breath with your head in water?	Learners to watch a video clips of other learners swimming and observe exhaling in water	Realia charts	.Observation 2.Oral questions	
	4		Exhaling in water	By the end of the sub-strand, the learner should be able to practice exhaling in water for sustained swimming	Is it possible to breath with your head in water?	Learners to practice the correct exhaling technique in water.	Realia charts	.Observation 2.Oral questions	
	5		Exhaling in water	By the end of the sub-strand, the learner should be able to establish relationships while exhaling in water for creativity	Is it possible to breath with your head in water?	take a deep breath through the mouth, put the mouth in water and blow out all the air in the lungs through the mouth take a deep breath and o hold it for about 20 seconds with the mouth in water then blow out in water	Realia charts	.Observation 2.Oral questions	
13&14		CAT	CAT	CAT	CAT	CAT			