

MOVEMENT SCHEME OF WORK GRADE 3 TERM ONE

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5			OPENING OF SCHOOL AND PREPARATIONS					
2	1-5	Basic Motor Skill	Locomot or skill: Skipping	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 skipping for body awareness, b) watch a video clip on skipping for digital literacy, c) perform skipping in different ways for strength, coordination, endurance and balance , d) practice skipping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through skipping for critical thinking and problem solving, f) appreciate skipping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety	Name physical activities that can be performed using a rope	<p><input type="checkbox"/> Learners to answer questions on the parts of the body in use when skipping.</p> <p><input type="checkbox"/> Learners in groups to watch a video clip of people skipping.</p> <p><input type="checkbox"/> Learners to practice Skipping in different ways by:</p> <ul style="list-style-type: none"> o skip in different directions - forward, - backward, - to the right - to the left o skip in different pathways - circular - straight - curved - zigzag o skip in different levels - low - medium - high o learners to skip in varying tempo such as slowly, moderate and fast and make shapes(<p>square , circle, rectangle etc)</p>	Realia	1.Observation 2.Oral questions	

						<input type="checkbox"/> Learners to establish relationships such as mirroring, over, under, through, on beside, along and between <input type="checkbox"/> Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L. <input type="checkbox"/> Learners in groups to walk and make numbers such as 6,7,8			
3	1-5	Basic Motor Skill	Locomot or skill: Skipping	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 skipping for body awareness, b) watch a video clip on skipping for digital literacy, c) perform skipping in different ways for strength, coordination, endurance and balance , d) practice skipping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through skipping for critical thinking and problem solving, f) appreciate skipping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety	Name physical activities that can be performed using a rope	<input type="checkbox"/> Learners to answer questions on the parts of the body in use when skipping. <input type="checkbox"/> Learners in groups to watch a video clip of people skipping. <input type="checkbox"/> Learners to practice Skipping in different ways by: o skip in different directions - forward, - backward, - to the right - to the left o skip in different pathways - circular - straight - curved - zigzag o skip in different levels - low - medium - high o learners to skip in varying tempo such as slowly, moderate and fast and make shapes(Realia	.Observation 2.Oral questions	

						square , circle, rectangle etc) <input type="checkbox"/> Learners to establish relationships such as mirroring, over, under, through, on beside, along and between <input type="checkbox"/> Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L. <input type="checkbox"/> Learners in groups to walk and make numbers such as 6,7,8			
4	1-5		Locomot or skill: Galloping	By the end of the sub-strand, the learner should be able to: a) watch a video clip on horses galloping for digital literacy, b) perform galloping in different ways for strength, coordination, endurance and balance, c) practice galloping in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through galloping for critical thinking and problem solving, e) appreciate galloping for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play simple games for enjoyment and peaceful coexistence, h) observe the rules when playing games for own and others safety.	1. Name the animals that gallop? 2. How can you use the skill gallop in your daily life?	<input type="checkbox"/> Learners to answer questions on the animals that gallop. <input type="checkbox"/> Learners watch a video of the animals that gallop. <input type="checkbox"/> Learners to practice galloping in different ways by: o gallop in different directions - forward, - backward, - to the right - to the left o gallop in different pathways - circular - straight - curved - zigzag o gallop in different levels - low - medium - high	Realia	.Observation 2.Oral questions	

						<ul style="list-style-type: none"> ▪ Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc: ▪ Learners establish relationships such as under mirroring etc. ▪ Learners in groups to gallop and make letters of the alphabet such as such as C, I, L, O, ▪ Learners in groups to gallop and make numbers such as 7, 6, 3. ▪ Learners to make a combination of levels, pathways, tempo and gallop. ▪ Learners to play games that involve galloping. ▪ Learners to obey rules as they gallop and play games 			
5	1-5		<p>Locomot or skill:</p> <p>Galloping</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) watch a video clip on horses galloping for digital literacy,</p> <p>b) perform galloping in different ways for strength, coordination, endurance and balance,</p> <p>c) practice galloping in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>d) establish relationships through galloping for critical thinking and problem solving,</p> <p>e) appreciate galloping for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for</p>	<p>1. Name the animals that gallop?</p> <p>2. How can you use the skill gallop in your daily life?</p>	<p><input type="checkbox"/> Learners to answer questions on the animals that gallop.</p> <p><input type="checkbox"/> Learners watch a video of the animals that gallop.</p> <p><input type="checkbox"/> Learners to practice galloping in different ways by:</p> <ul style="list-style-type: none"> o gallop in different directions - forward, - backward, - to the right - to the left o gallop in different pathways - circular - straight 	Realia		

				<p>creativity and imagination, g) play simple games for enjoyment and peaceful coexistence, h) observe the rules when playing games for own and others safety.</p>		<ul style="list-style-type: none"> - curved - zigzag o gallop in different levels - low - medium - high <ul style="list-style-type: none"> ▪ Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc: ▪ Learners establish relationships such as under mirroring etc. ▪ Learners in groups to gallop and make letters of the alphabet such as such as C, I, L, O, ▪ Learners in groups to gallop and make numbers such as 7, 6, 3. ▪ Learners to make a combination of levels, pathways, tempo and gallop. ▪ Learners to play games that involve galloping. ▪ Learners to obey rules as they gallop and play games 			
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6	1-5		Locomot or skills: Dodging	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 dodging for body awareness, b) watch a video clip on a game of Netball and observe dodging for digital literacy , c) perform dodging in different ways for strength, coordination, endurance and balance , d) practice dodging in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships while dodging for critical thinking and problem solving, f) appreciate dodging for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) obey rules when playing games for own and others safety,	1. Mention games that you can play using dodging? 2. What do you do to avoid being hit by a kicked ball	Learners to answer questions on the games where the dodging skill is used. ▪ Learners to watch video clips of a netball game and to make observation on dodging. ▪ Learners to practice dodging i♦ o forward, o backward, o to the right o to o circular o straight o curved o zigzag ▪ dodging in different levels, slowly moderate and fast ▪ Learners to play games while using the skill galloping ▪ Learners to obey rules as they gallop and play games	Realia	.Observation 2.Oral questions	
7	1-5		Locomot or skills: Dodging	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 dodging for body awareness, b) watch a video clip on a game of Netball and observe dodging for digital literacy , c) perform dodging in different ways	1. Mention games that you can play using dodging? 2. What do you do to avoid being	Learners to answer questions on the games where the dodging skill is used. ▪ Learners to watch video clips of a netball game and to make observation on dodging. ▪ Learners to practice dodging in o forward, o backward,	Realia	.Observation 2.Oral questions	

				<p>for strength, coordination, endurance and balance ,</p> <p>d) practice dodging in different ways for strength, coordination, endurance, balance and for excellence ,</p> <p>e) establish relationships while dodging for critical thinking and problem solving,</p> <p>f) appreciate dodging 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, creativity, collaboration and peaceful coexistence,</p> <p>i) obey rules when playing games for own and others safety,</p>	hit by a kicked ball	<ul style="list-style-type: none"> o circular o straight o curved o zigzag <ul style="list-style-type: none"> ▪ dodging in different levels, slowly moderate and fast ▪ Learners to play games while using the skill galloping ▪ Learners to obey rules as they gallop and play games 			
8	1-5		<p>1.4 Locomotor skill:</p> <p>Sliding</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explore sliding in different ways for body awareness,</p> <p>b) watch a video clip of people sliding for digital literacy,</p> <p>c) perform sliding in different ways for strength, coordination, endurance and balance,</p> <p>d) practice sliding in different ways for strength, coordination, endurance</p> <p>balance and for excellence,</p> <p>e) establish relationships through sliding for critical thinking and problem,</p> <p>f) appreciate sliding for strength, coordination, balance and self-esteem,</p>	<p>1. How can you use the skill sliding (side gallop) in your daily routine?</p> <p>2. Name animals that slid for movement</p>	<p><input type="checkbox"/> Learners to answer questions on the parts of the body that are in use when sliding.</p> <p><input type="checkbox"/> Learners watch a video clip of the animals that slide.</p> <p><input type="checkbox"/> Learners to practice sliding in different ways by:</p> <ul style="list-style-type: none"> o gallop in different directions - forward, - backward, - to the right - to the left <p>slide in different pathways</p> <ul style="list-style-type: none"> - circular - straight 	Realia	.Observation 2.Oral questions	

				<p>g) make appropriate play items for creativity and imagination,</p> <p>h) play simple games for enjoyment, creativity, collaboration, and peaceful coexistence,</p> <p>i) observe the rules when playing games for own and others safety,</p>		<p>- curved</p> <p>- zigzag</p> <p>o slide in different levels</p> <p>- low</p> <p>- medium</p> <p>- high</p> <ul style="list-style-type: none"> ▪ Learners to establish relationships such as under, on, through, round, between, sideways etc. ▪ Learners in groups to slide and make letters of the alphabet such as such as O, N, T, W, Y. ▪ Learners in groups to slide and make numbers, 5, 6, 7, 8. ▪ Learners to make a combination of levels, pathways, tempo and slide. ▪ Learners to play games that involve sliding. ▪ Learners to obey rules for safety. 			
9	1-5		<p>1.4 Locomot or skill:</p> <p>Sliding</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explore sliding in different ways for body awareness,</p> <p>b) watch a video clip of people sliding for digital literacy,</p> <p>c) perform sliding in different ways for strength, coordination, endurance and balance,</p> <p>d) practice sliding in different ways for strength, coordination, endurance</p> <p>balance and for excellence,</p> <p>e) establish relationships through sliding for critical thinking and problem,</p>	<p>1. How can you use the skill sliding (side gallop) in your daily routine?</p> <p>2. Name animals that slid for movement</p>	<p><input type="checkbox"/> Learners to answer questions on the parts of the body that are in use when sliding.</p> <p><input type="checkbox"/> Learners watch a video clip of the animals that slide.</p> <p><input type="checkbox"/> Learners to practice sliding in different ways by:</p> <p>o gallop in different directions</p> <p>- forward,</p> <p>- backward,</p> <p>- to the right</p> <p>- to the left</p> <p>slide in different pathways</p>	Realia	.Observation 2.Oral questions	

				<p>f) appreciate sliding 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, creativity, collaboration, and peaceful coexistence,</p> <p>i) observe the rules when playing games for own and others safety,</p>		<ul style="list-style-type: none"> - circular - straight - curved - zigzag <ul style="list-style-type: none"> o slide in different levels - low - medium - high <ul style="list-style-type: none"> ▪ Learners to establish relationships such as under, on, through, round, between, sideways etc. ▪ Learners in groups to slide and make letters of the alphabet such as such as O, N, T, W, Y. ▪ Learners in groups to slide and make numbers, 5, 6, 7, 8. ▪ Learners to make a combination of levels, pathways, tempo and slide. ▪ Learners to play games that involve sliding. ▪ Learners to obey rules for safety. 			
10	1-5		Non-locomotor: Twisting	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explore twisting in different ways for body awareness,</p> <p>b) watch a video clip of ballet dancers for digital literacy ,</p> <p>c) perform twisting in different ways for strength, coordination, endurance and balance ,</p> <p>d) practice twisting in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>e) establish relationships through twisting for critical thinking and</p>	<p>Which parts of the body can twist</p> <p>2. Name an activity that involves twisting?</p>	<p>Learners to watch video clips of ballet dancers.</p> <ul style="list-style-type: none"> ▪ Learners to practice twisting individually and in groups. ▪ Learners participate in twisting activities. ▪ Observe rules for safety 	Realia	.Observation 2.Oral questions	

				problem, f) appreciate twisting for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, i) obey rules when playing games for own and others safety					
1 1	1- 5		Manipulative skills: Striking	By the end of the sub-strand, the learner should be able to: a) watch a video clip of cricket players and observe striking for digital literacy, b) perform striking in different ways for strength, coordination, endurance and balance, c) practice striking in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through striking for critical thinking and problem solving, e) appreciate striking for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety	Which parts of the body is used for striking? 2. Name a game where the striking skill is used?	<input type="checkbox"/> Learners answer questions on the parts of the body that are used for striking. <input type="checkbox"/> Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket. <input type="checkbox"/> practice striking in different ways by: <input type="checkbox"/> striking in different directions such as forward, backward, to right and left <input type="checkbox"/> striking sideways <input type="checkbox"/> strike in different levels such as low, medium and high <input type="checkbox"/> strike an object to varying distances such as near, far	Realia	.Observation 2.Oral questions	

1 2	1- 5		Manipulative skills: Striking	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) watch a video clip of cricket players and observe striking for digital literacy,</p> <p>b) perform striking in different ways for strength, coordination, endurance and balance,</p> <p>c) practice striking in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>d) establish relationships through striking for critical thinking and problem solving</p> <p>e) appreciate striking for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence,</p> <p>h) obey rules when playing games for own and others safety</p>	<p>Which parts of the body is used for striking?</p> <p>2. Name a game where the striking skill is used?</p>	<p><input type="checkbox"/> Learners answer questions on the parts of the body that are used for striking.</p> <p><input type="checkbox"/> Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket.</p> <p><input type="checkbox"/> practice striking in different ways by:</p> <ul style="list-style-type: none"> o striking in different directions such as forward, backward, to right and left o striking sideways o strike in different levels such as low, medium and high o strike an object to varying distances such as near, far <p><input type="checkbox"/> Learners to play games that involve striking.</p> <p><input type="checkbox"/> Learners to observe rules as they play games</p>	Realia	.Observation 2.Oral questions 3.written questions	
1 3 \$ 1 4				END OF TERM ASSESSMENT AND CLOSING					