GRADE TWO MOVEMENT SCHEME OF WORK TERM THREE

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| WE EK | LESSO N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUARY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
| 1 | 1 | Swimming | Horizontal float | By the end of the lesson the learner should be able to: name some  objects that may float in water | name different positions for floating in water | Learners to name objects that can float in water | Realia charts | Observation  Oral questions |  |
|  | 2 |  | Horizontal float | By the end of the lesson the learner should be able to: perform the horizontal float  technique in water for  survival | name different positions for floating in water | Learners to watch video clips of the horizontal float. | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Horizontal  float | By the end of the lesson  the learner should be able to:perform the horizontal float technique in water for survival | name different  positions for floating in water | Learners to watch  video clips of the horizontal float. | Realia  charts | Observation  Oral questions |  |
|  | 4 |  | Horizontal  float | By the end of the lesson  the learner should be able to: practice floating in water using the horizontal float for excellence | name different  positions for floating in water | Learners individually  and in pairs to practice the horizontal float | **Realia**  **charts** | Observation  Oral questions |  |
|  | 5 |  | Horizontal  float | By the end of the lesson  the learner should be | name different  positions for | Learners individually  and in pairs to practice | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | able to: practice floating in water using the horizontal float for  excellence | floating in water | the horizontal float |  |  |  |
| 2 | 1 |  | Horizontal float | By the end of the lesson the learner should be able to: appreciate  floating on water in different directions using the horizontal float for survival | why is it important to float in water | Learners to cooperate while playing simple water games | Realia charts | Observation  Oral questions |  |
|  | 2 |  | Horizontal  float | By the end of the lesson  the learner should be  able to:play simple water games for enjoyment, collaboration and peaceful co-existence, | why is it  important to  float in water | Learners to cooperate  while playing simple  water games | Realia  charts | Observation  Oral questions |  |
|  | 3 |  | Horizontal  float | By the end of the lesson  the learner should be able to: play simple water games for enjoyment, collaboration and peaceful co-existence, | why is it  important to float in water | Learners to cooperate  while playing simple water games | Realia  charts | Observation  Oral questions |  |
|  | 4 |  | Horizontal float | By the end of the lesson the learner should be able to play simple  water games for  enjoyment, collaboration and | why is it important to float in water | Learners to cooperate while playing simple water games | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | peaceful co-existence,  : |  |  |  |  |  |
|  | 5 |  | Horizontal  float | By the end of the lesson  the learner should be able to: obey swimming pool rules for own and others safety .  er should be able to: | why is it  important to float in water | Learners to obey  swimming pool rules for safety | Realia  charts | Observation  Oral questions |  |
| 3 | 1-2 |  | Gliding | By the end of the lesson the learner should be able to name some animals that live in water | Name some of the animals you  know that live in water | Learners to name some animals that live in  water | Realia charts | Observation  Oral questions |  |
|  | 3-4 |  | Gliding | By the end of the  lesson the learner should be able to perform gliding in water for confidence | Name some of  the animals you know that live in  water | Learners to  individually and in groups to practice  gliding in water. | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | Gliding | By the end of the lesson the learner should be able to practice gliding in water for self-esteem | Name some of the animals you  know that live in water | Learners to individually and in  groups to practice gliding in water. | Realia charts | Observation  Oral questions |  |

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| 4 | 1-2 |  | Gliding | By the end of the lesson the learner should be able to establish relationships while gliding in water for creativity and imagination | Name some of the animals you know that live in  water | Learners to individually and in groups to practice  gliding in water. | Realia charts | Observation  Oral questions |  |
|  | 3-4 |  | Gliding | By the end of the lesson the learner should be able to play simple water games for enjoyment creativity and peaceful co- existence | Name some of the animals you know that live in water | Learners to play simple water games while gliding in water | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Gliding | By the end of the  lesson the learner should be able to obey  rules while playing water games for own and others safety | Name some of  the animals you  know that live in water | Learners to obey  swimming pool rules  for own and others safety. | Realia  charts | Observation  Oral questions |  |
| 5 | 1-2 | Gymnastics | Back to back balance | By the end of the lesson the learner should be able to name the parts of the body that are involved  in back to back balance | Name parts of the body involved in back  to back balance | Learners to name the parts of the body that are involved in back to  back balance | Realia charts | Observation  Oral questions |  |
|  | 3-4 |  | Back to  back balance | By the end of the  lesson the learner  should be able to  perform back to back | Name parts of  the body involved in back to back balance | Learners to perform  back to back balance | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | balance for strength |  |  |  |  |  |
|  | 5 |  | Back to  back balance | By the end of the  lesson the learner should be able to practice back to back balance for strength and creativity, | Name parts of  the body involved in back to back balance | Learners to perform  back to back balance | Realia  charts | Observation  Oral questions |  |
| 6 | 1 | Gymnastics | Wheel  barrow  balance | By the end of the  lesson the learner should be able to name the parts of the body that are in use when performing the wheel barrow balance  for body awareness | How many types  of gymnastic  balances do you know | Learners to answer  questions on the parts  of the body that are used when performing the wheel barrow balance | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | Wheel barrow balance | By the end of the lesson the learner should be able to perform the wheel barrow balance for strength | How many types of gymnastic balances do you  know | Learners to be guided in performing the wheel barrow balances | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Wheel  barrow balance | By the end of the  lesson the learner should be able to practice the wheel barrow balance for strength and creativity | How many types  of gymnastic balances do you  know | Learners to be guided  in performing the wheel barrow balances | Realia  charts | Observation  Oral questions |  |

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|  | 4 |  | Wheel barrow balance | By the end of the lesson the learner should be able to  play simple games for enjoyment, collaboration, and  peaceful co-existence | How many types of gymnastic balances do you  know | Learners to pair up and practice the wheelbarrow balance | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Wheel barrow balance | By the end of the lesson the learner should be able to  obey rules for own and  others safety. | How many types of gymnastic balances do you  know | Learners to obey rules when performing the wheel barrow balance  for own and others  safety | Realia charts | Observation  Oral questions |  |
| 7 | 1 | Gymnastics | Forward roll | By the end of the  lesson the learner should be able to name the parts of the body that are in use when performing forward roll for body  awareness, | Name any roll  you know | Learners mention  gymnastic rolls they  know | Realia  charts | Observation  Oral questions |  |
|  | 2 | Gymnastics | Forward roll | By the end of the lesson the learner should be able to perform forward roll in different ways for agility flexibility and balance | Name any roll you know | Learners perform the forward roll | Realia charts | Observation  Oral questions |  |
|  | 3 | Gymnastics | Forward roll | By the end of the | Name any roll | Learners to practice the | Realia | Observation |  |

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|  |  |  |  | lesson the learner should be able to practice performing the forward roll in different ways for agility, flexibility , balance and for excellence | you know | forward roll | charts | Oral questions |  |
|  | 4 | Gymnastics | Forward roll | By the end of the  lesson the learner  should be able to appreciate performing the forward roll in different ways for agility, flexibility, balance and self- esteem | Name any roll  you know | Learners play simple  games using various rolls | Realia  charts | Observation  Oral questions |  |
|  | 5 | Gymnastics | Forward roll | By the end of the  lesson the learner  should be able to establish relationships through performing the forward roll in different ways for agility, flexibility , balance and for critical thinking and problem solving, | Name any roll  you know | Learners play simple  games using various  rolls | Realia  charts | Observation  Oral questions |  |
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| 8 | 1 |  | Wheelbarro w walk | By the end of the lesson the learner should be able to | Mention ways in which the body  can move on the | Learners identify ways the body can move  from one point to | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | explore the different ways of moving from one point to the next for self-esteem | ground | another |  |  |  |
|  | 2 |  | Wheelbarro w walk | By the end of the lesson the learner should be able to perform the wheelbarrow walk for strength and balance | Mention ways in which the body can move on the  ground | Learners to perform the wheelbarrow walk | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Wheelbarro w walk | By the end of the lesson the learner should be able to practice the wheelbarrow walk for strength and balance | Mention ways in which the body  can move on the ground | Learners to practice the wheelbarrow walk in  groups | Realia charts | Observation  Oral questions |  |
|  | 4 |  | Wheelbarro  w walk | By the end of the  lesson the learner should be able to  play simple games for  enjoyment creativity, collaboration, and  peaceful coexistence, | Mention ways in  which the body can move on the ground | learners to play  games for enjoyment | Realia  charts | Observation  Oral questions |  |
|  | 5 |  |  | By the end of the lesson the learner should be able to | Mention ways in which the body  can move on the | Observe the rules when performing the  wheelbarrow walk. | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | obey rules for own and others safety | ground |  |  |  |  |
| 9&  10 |  | ASSESSEMENT | ASSESSEM ENT | ASSESSEMENT | ASSESSEMEN T | ASSESSEMENT | ASSESSE MENT | ASSESSEMEN T |  |
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