GRADE THREE 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 | Basic swimming skills: | By the end of the lesson the learner should be able to**:** explore the  different actions that the leg can make in water for body awareness | Name body part used for kicking in water | Learners to name the different leg actions they can make in water | Realia charts | Observation  Oral questions |  |
|  | 2 |  | Kicking  (Leg action  in water)in front crawl | By the end of the lesson  the learner should be  able to**:** explore the different actions that the leg can make in water for body awareness | Name body part  used for kicking  in water | Learners to name the  different leg actions  they can make in water | Realia  charts | Observation  Oral questions |  |
|  | 3 |  | Kicking  (Leg action in water)in front crawl | By the end of the lesson  the learner should be able to**:** perform kicking- leg action in front crawl in swimming for strength and coordination | Name body part  used for kicking in water | Learners to be guided  on performing kicking  –leg action in front crawl in swimming | Realia  charts | Observation  Oral questions |  |
|  | 4 |  | Kicking  (Leg action in water)in | By the end of the lesson the learner should be  able to**:** perform | Name body part used for kicking  in water | Learners to be guided on performing kicking  –leg action in front | **Realia charts** | Observation  Oral questions |  |

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|  |  |  | front crawl | kicking- leg action in front crawl in swimming for strength  and coordination |  | crawl in swimming |  |  |  |
|  | 5 |  | Kicking  (Leg action  in water)in front crawl | By the end of the lesson  the learner should be  able to**:** Practice kicking –leg action in front crawl in swimming for excellence | Name body part  used for kicking  in water | Learners to practice  kicking-leg action in  front crawl in swimming | Realia  charts | Observation  Oral questions |  |
| 2 | 1 |  | Kicking  (Leg action in water)in front crawl | By the end of the lesson  the learner should be able to**:** Practice kicking –leg action in front crawl in swimming for excellence | Mention any  floating technique they know | Learners to practice  kicking-leg action in front crawl in swimming | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | Kicking (Leg action in water)in  front crawl | By the end of the lesson the learner should be able to**:** make  relationships in water for creativity and imagination | Mention any floating technique they  know | Learners to enjoy playing simple water games | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Kicking  (Leg action in water)in | By the end of the lesson the learner should be  able to**:** make | Mention any floating  technique they | Learners to enjoy playing simple water  games | Realia charts | Observation  Oral questions |  |

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|  |  |  | front crawl | relationships in water for creativity and imagination | know |  |  |  |  |
|  | 4 |  | Kicking (Leg action in water)in  front crawl | By the end of the lesson the learner should be able to**:** play simple  water game for creativity, enjoyment and peaceful coexistence | Mention any floating technique they  know | Learners to enjoy playing simple water games | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Kicking  (Leg action  in water)in front crawl | By the end of the lesson  the learner should be  able to**:** observe safety when performing kicking –leg action in front crawl in swimming for own and others safety. | Mention any  floating  technique they know | Learners to observe  safety rules while  performing kicking- leg action in front crawl in swimming and when playing water games  for safety | Realia  charts | Observation  Oral questions |  |
| 1 | 1-2 |  | Starfish float | By the end of the lesson the learner should be  able to**:** name some  animals that live in water | Mention some objects that may float in water | Naming animals live in water | Realia charts | Observation  Oral questions |  |
| 5 | 3-4 |  | Starfish float | By the end of the lesson the learner should be able to**:** perform the  starfish float in water | Mention some objects that may float in water | Learners to be guided on performing starfish float in swimming | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | for survival |  |  |  |  |  |
|  | 5 |  | Starfish  float | By the end of the lesson  the learner should be able to**:** perform the starfish float in water  for self-esteem, courage  and confidence | Mention some  objects that may float in water | Learners to be guided  on performing starfish float in swimming | Realia  charts | Observation  Oral questions |  |
| 4 | 1-2 |  | Starfish  float | By the end of the lesson  the learner should be able to**:** appreciate floating in water using the starfish float for survival | Name animals  that live in water | Learners to practice  starfish float in swimming. Learners to enjoy  playing simple water  games | Realia  charts | Observation  Oral questions |  |
|  | 3-4 |  | Starfish  float | By the end of the lesson  the learner should be able to**:** play simple water games for creativity, enjoyment and peaceful co- existence | Name animals  that live in water | Learners to practice  starfish float in swimming. Learners to enjoy  playing simple water  games | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | Starfish float | By the end of the lesson the learner should be  able to**:**obey rules while  playing water games for own and others safety. | Name animals that live in water | Learners to observe rules for safety | Realia charts | Observation  Oral questions |  |

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| 5 | 1-2 | Gymnastics | V-balance | By the end of the lesson the learner should be able to**:** name the parts  of the body that are involved in performing  the V-balance | Mention any other balance you know | Learners to name the parts of the body used in performing the V-  balance | Realia charts | Observation  Oral questions |  |
|  | 3-4 | Gymnastics | V-balance | By the end of the lesson the learner should be  able to**:** perform the V- balance for strength,  agility, flexibility and coordination, | Mention any other balance  you know | Learners to be guided on how to perform the  V-balance | Realia charts | Observation  Oral questions |  |
|  | 5 | Gymnastics | V-balance | By the end of the lesson the learner should be able to**:**practice the V- balance for strength,  agility, flexibility, coordination and for excellence | Mention any other balance you know | Learners to practice the  V-balance individually | Realia charts | Observation  Oral questions |  |
| 6 | 1 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be able to**:** watch a video  clip of people performing beam balance for digital  literacy | Name safety  measures to observe when  performing gymnastic skills | Learners to watch  video clips of people performing the beam  balance | Realia  charts | Observation  Oral questions |  |
|  | 2 | Gymnastics | Beam | By the end of the lesson | Name safety | Learners to watch | Realia | Observation |  |

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|  |  |  | balance | the learner should be able to**:** perform the beam balance for  strength, balance and coordination, | measures to observe when performing  gymnastic skills | video clips of people performing the beam balance | charts | Oral questions |  |
|  | 3 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be able to**:** perform the beam balance for strength, balance and coordination, | Name safety  measures to observe when performing gymnastic skills | Learners to be guided  on how to perform the beam balance | Realia  charts | Observation  Oral questions |  |
|  | 4 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be able to**:** practice the beam balance for strength, balance, coordination and excellence | Name safety  measures to observe when performing gymnastic skills | Learners to practice the  beam balance individually and in groups | Realia  charts | Observation  Oral questions |  |
|  | 5 | Gymnastics | Beam balance | By the end of the lesson the learner should be able to**:** practice the  beam balance for strength, balance, coordination and excellence | Name safety measures to observe when  performing gymnastic skills | Learners to practice the beam balance individually and in  groups | Realia charts | Observation  Oral questions |  |
| 7 | 1 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be | Name some  games you can | Learners to practice the  beam balance | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | able to**:** appreciate performing the beam balance for  coordination, balance and courage | play that involve balancing | individually and in groups |  |  |  |
|  | 2 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be able to**:**appreciate performing the beam balance for coordination, balance and courage | Name some  games you can play that involve balancing | Learners to practice the  beam balance individually and in groups | Realia  charts | Observation  Oral questions |  |
|  | 3 | Gymnastics | Beam balance | By the end of the lesson the learner should be able to**:** make relationships through  performing the beam balance for creativity and imagination | Name some games you can play that involve balancing | Learners to participate in activities involving the beam balance | Realia charts | Observation  Oral questions |  |
|  | 4 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be able to**:** play simple  games for enjoyment, creativity, collaboration and peaceful  coexistence | Name some  games you can play that involve  balancing | Learners to participate  in activities involving the beam balance | Realia  charts | Observation  Oral questions |  |
|  | 5 | Gymnastics | Beam  balance | By the end of the lesson  the learner should be | Name some  games you can | Observe rules for  safety | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | able to**:** obey rules while performing the beam balance for own  and others safety | play that involve balancing |  |  |  |  |
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| 8 | 1 | Gymnastics | Crab stand balance | By the end of the lesson the learner should be able to**:** watch a video  clip on crabs for digital  literacy, | Name the body parts used in crab stand  balance? | learners to watch video clips of the crab stand balance | Realia charts | Observation  Oral questions |  |
|  | 2 | Gymnastics | Crab stand balance | By the end of the lesson the learner should be able to**:** perform the  crab stand balance for  strength and coordination, | Name the body parts used in crab stand  balance? | Learners to be guided on how to perform the crab stand balance, | Realia charts | Observation  Oral questions |  |
|  | 3 | Gymnastics | Crab stand balance | By the end of the lesson the learner should be able to**:** practice the  crab stand balance for  strength and coordination, | Name the body parts used in crab stand balance? | Learners to practice the crab stand balance individually and in groups, | Realia charts | Observation  Oral questions |  |
|  | 4 | Gymnastics | Crab stand balance | By the end of the lesson the learner should be able to**:** appreciate  performing the crab stand balance for | Name the body parts used in crab stand  balance? | Learners to practice the crab stand balance individually and in  groups, | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | coordination strength and coordination |  |  |  |  |  |
|  | 5 | Gymnastics | Crab stand balance | By the end of the lesson the learner should be able to**:** play simple games for enjoyment,  creativity, collaboration and peaceful coexistence | Name the body parts used in crab stand balance? | Learners to participate in activities involving the crab stand crab stand balance | Realia charts | Observation  Oral questions |  |
| 9&  10 |  | ASSESSEMENT | ASSESSEM ENT | ASSESSEMENT | ASSESSEMEN T | ASSESSEMENT | ASSESSE MENT | ASSESSEMEN T |  |
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