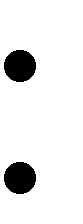
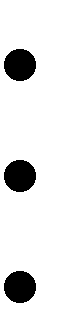
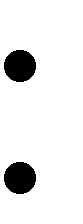
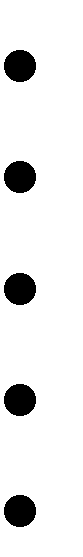
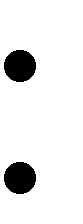
**MOVEMENT ACTIVITIES SCHEMES OF WORK GRADE ONE TERM 1**



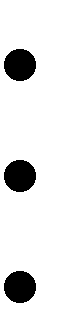
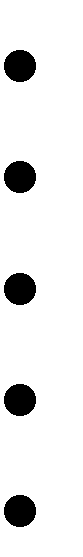
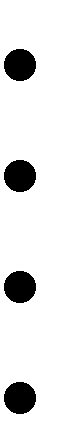
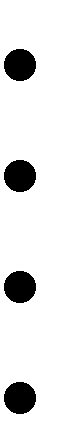
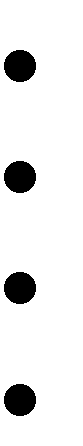
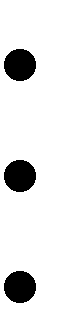
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| **WEEK** | **LESSON** | **STRAND THEME** | **SUB STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTIONS** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLECTION** |
| 2 | 1 | Basic Motor Skill | Locomotion Skills Walking | By the end of the lesson the learner should be able to:  1) Name the parts of the body and watch a video  clop on walk race for digital literacy | Which body part do we use for walking? | The learner to answer questions on the parts of the body and watch a video  clip on the body parts that is used when walking to create body awareness | Video clips  Field | Observation  Oral questions |  |
|  | 2 | Basic  Motor  Skill | Locomotion  Skills  Walking | 2) Learners to practice  walking in different ways by: walking in different directions (forward and backwards) | How many  different directions can you walk? | Learners to perform  walking in different ways | Field | Observation  Oral questions |  |
|  | 3 | Basic  Motor  Skill | Locomotion  Skills  Walking | 3) Learners to perform  walking in different ways  for strength, coordination, endurance and for excellence. (to the right) | How many  different  directions can you walk? | Learners to practice  walking in different  ways. | Field | Observation  Oral questions |  |
|  | 4 | Basic Motor Skill | Locomotion Skills Walking | 4) Learners to perform in different ways for strength, coordination,  endurance and for excellence (to the left) | How many different direction can  you walk? | Learners to practice walking in different ways | Field | Observation  Oral questions |  |
|  | 5 | Basic Motor Skill | Locomotion Skills Walking | 5) Learners to practice and perform walking in different ways. (circular letter O) | Which direction can you walk faster? | Learners to practice walking in different pathways. (Circular) letter O | Field | Observation  Oral questions |  |
| 3 | 1 | Basic  Motor  Skill | Locomotion  Skills  (Walking) | By the end of the lesson,  the learner should be able to:  1) Perform and practice  walking in different ways  (straight-letter c Numbers  1,4,7) | How many  different direction can  you walk? | Learners to practice I  different ways by walking in different  pathways. (straight) | Field Letter shapes | Observation  Oral questions |  |



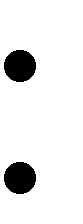
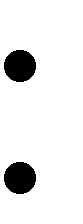
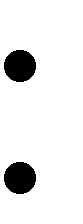
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|  | 2 | Basic Motor Skill | Locomotion Skills (Walking) | 2) Perform and practice walking in different ways (curved-letter c number 2,  3) | How many different directions can you walk? | Learners to practice walking in different ways by walking in different pathways. (curved) | Field | Observation  Oral questions |  |
|  | 3 | Basic  Motor  Skill | Locomotion  Skills  (Walking) | 3) Perform and practice in  different ways. (zigzag letters z, w, v) | How many  different directions can  you walk? | Learners to practice  walking in different by walking in  different pathways | Field | Observation  Oral questions |  |
|  | 4 | Basic  Motor  Skill | Locomotion  Skills  (Walking) | 4) Perform and practice walking in different ways.  (swivel –letter Q) | How many different  directions can you walk  faster? | Learners to practice walking in different  ways by walking in different pathways | Field | Observation  Oral questions |  |
|  | 5 | Basic  Motor  Skill | Locomotion  Skills  (Walking) | 5) Perform and practice  walking in different levels  Low Medium High |  | Learners to practice  waling in different ways by walking in different levels | Field | Observation  Oral questions |  |
| 4 | 1 | Basic  Motor  Skill | Locomotion  Skills  (Walking) | By the end of the lesson the  learner should be able to:  1) Play simple games for enjoyment, collaboration and peaceful coexistence | Which games  do you like? | Learners to play  games that involve  walking.  Learners to observe rules as they walk for own and play  games. | Field  Bean bags Spoon Potatoes Eggs | Observation  Oral questions |  |
|  | 2 |  | Locomotion  Skills  (running) | 2) Establish relationships  through walking for critical thinking and problem solving | Which  direction can you walk faster? | Learners walk in  varying levels slow, medium and fast while making shapes | Field | Observation  Oral questions |  |
|  | 3 | Basic Motor Skill | Locomotion Skills (running) | By the end of the lesson the learner should be able to:  3) Name the parts of the  body and watch a video clip on the run race for digital literacy | Which body parts do we use for  running? | The learner to answer questions on the parts of the body  and watch a video clip on the body parts that are used when running to create body awareness | Video clips  Field | Observation  Oral questions |  |



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|  | 4 | Basic Motor Skill | Locomotion Skills (running) | 4) Learners to perform walking in different ways by running in different directions. (forward and backward) | How many directions can you run? | Learners to perform running in different ways | Field markers | Observation  Oral questions |  |
|  | 5 |  |  | 5) Learners to perform  running in different ways for strength, coordination,  endurable and for  excellence. (to the right) | How many  different directions can  you run? | Learners to practice  running in different ways | Field markers | Observation  Oral questions |  |
| 5 | 1 | Basic Motor Skill | Locomotion Skills (running) | 1) Learners to perform running in different ways for strength, coordination,  endurance and for excellence ( to the left) | How many different directions can  you run? | Learners to practice running in different ways | Field markers | Observation  Oral questions |  |
|  | 2 |  | Locomotion  Skills  (running) | 2) Learners to practice and perform running in  different ways. (circular, letter o) | Which direction can  you run faster? | Learners to practice running in different  pathways. (circular, letter o) | Field markers | Observation  Oral questions |  |
|  | 3 | Basic  Motor  Skill | Locomotion  Skills  (running) | 3) By the end of the lesson  the learner should be able  to perform and practice running in different ways. (straight – letter A- Numbers 1, 4, 7) | How many  different  directions can you run? | Learners to practice  running in different  ways by running in different pathways (straight) | Field Letter shapes | Observation  Oral questions |  |
|  | 4 |  |  | 1) Perform and practice  running in different ways.  (curved-letter C- Numbers  2,3) | How many  different  directions can you run? | Learners to practice  running in different  ways of running in different pathways | Field | Observation  Oral questions |  |
|  | 5 |  |  | 2) Perform and practice running in different ways. (zigzag-letters z, w, v, | How many different direction can you run? | Learners to practice running in different ways by running in different pathways. | Field | Observation  Oral questions |  |
| 6 | 1 | Basic  Motor  Skill | Locomotion  Skills | 1) Perform and practice  running in different ways  (swivel-letter 2) | How many  different  directions can you run? | Learners to practice  running in different  ways by running in different pathways. | Field | Observation  Oral questions |  |
|  | 2 | Basic Motor Skill | Locomotion Skills (Running) | 2) By the end of the lesson the learner should be able to perform and practice | Which direction can you run fast? | Learners to practice running in different ways by running in | Field | Observation  Oral questions |  |



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|  |  |  |  | running in different ways.  Low Medium High |  | different levels |  |  |  |
|  | 3 | Basic  Motor  Skill | Locomotion  Skills  (Running) | 3) The learner to make appropriate play items for  creativity and imagination | Which play items do you  like playing  with? | Learners to make appropriate play  items for creativity  and imagination | Bean bags Seeds Spoon Potatoes |  |  |
|  | 4 | Basic  Motor  Skill | Locomotion  Skills  (running) | 4) The learner to play games  for enjoyment  collaboration and peaceful coexistence | Which games  do you like  playing? | Learners to play  games that involve  running such as: run carrying bean bags, egg and run while in sacks with slow, moderate and fast speed. | Bean bags Spoon Potatoes Field Sacks | Observation  Oral questions |  |
|  | 5 | Basic  Motor  Skill | Locomotion  Skills  (running) | 5) Establish relationships through running for  critical thinking and problem solving | Which direction can  you run faster? | Learners to obey rules as they run and  play games | Bean bags Sacks Spoon Potatoes e.t.c. | Observation  Oral questions |  |
| 7 | 1 | Basic  Motor  Skill | Locomotion  Skills  Jumping for height | By the end of the lesson the  learner should be able to:  1) Watch a video clip for height for body awareness and digital literacy | Name the  body parts in se when  jumping for  height | Learners to watch  video clips and identify the parts of  the body used when  jumping for height | Ropes  Field  Video clips Field makers | Observation  Oral questions |  |
|  | 2 |  | “ | 2) Learners to practice jumping in different ways.  (forward and backward) | Which direction is  easier for you to jump? | Learners to practice jumping in different  ways | Roped field field makers | Observation  Oral questions |  |
|  | 3 |  | “ | 3) Learners to perform jumping in different ways for strength coordination,  endurable and for excellence. (to the right) | Which direction is easier for you  to jump to? | Learners to perform jumping in different ways for strength,  coordination, endurable and for excellence | Ropes Field makers | Observation  Oral questions |  |
|  |  |  |  | 4) Learners to perfume jumping in different ways (to the left) | Which direction is easier for you | Learners to perform to jumping in different ways (to the | Ropes Field markers | Observation  Oral questions |  |



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|  |  |  |  |  | to jump to? | left) |  |  |  |
|  | 5 | Basic  Motor  Skill | Locomotion  Skills  Jumping for height | 5) By the end of the lesson  the learner should be able  to practice and perform jumping in different ways. (circulat) | Which  direction is  easier for you to jump? | Learner to practice  and perform jumping  in circular ways | Ropes Field markers | Observation  Oral questions |  |
| 8 | 1 | Basic Motor Skill | Locomotion Skills Jumping for  height | 1) The learner to perform and practice jumping in different ways.(straight) | Which direction is easier for you  to jump? | Learner to practice and perform jumping in circular ways | Ropes Field markers | Observation  Oral questions |  |
|  | 2 | Basic  Motor  Skill | Locomotion  Skills Jumping for height | 2) Perform and practice  jumping in different ways.(curved) | Which  direction is easier for you to jump? | Learner to practice  and perform jumping in curved ways | Ropes Field markers | Observation  Oral questions |  |
|  | 3 | Basic Motor Skill | Locomotion Skills Jumping for  height | 3) Perform and practice jumping in different ways.(zigzag) | Which direction is easier for you  to jump? | Learner to practice and perform jumping in zigzag ways | Ropes Field markers | Observation  Oral questions |  |
|  | 4 | Basic  Motor  Skill | Locomotion  Skills Jumping for height | By the end of the lesson the  learner should be able to run in varying levels- slow, medium and fast while making shapes | Which  direction can you run fast | Learners to vary in  levels slow, medium and fast while making shapes | Field markers | Observation  Oral questions |  |
|  | 5 | Basic  Motor  Skill | Locomotion  Skills  (Jumping for height) | 5) Establish relationships  through jumping for  height for critical thinking and problem solving | Which  direction you  to jump easily? | Learner to  relationships through  jumping. | Field markers | Observation  Oral questions |  |
| 9 | 1 | Basic  Motor  Skill | Locomotion  Skills  (Jumping for height) | 1) The learner to make appropriate play items for  creativity and imagination | Which direction is  easier for you to jump? | Learner to make appropriate play  items for creativity and imagination | Field markers | Observation  Oral questions |  |
|  | 2 | Basic  Motor  Skill | Locomotion  Skills  (Jumping for height) | 2) The learner to play games  for enjoyment,  collaboration and peaceful coexistence | Which games  do you like  playing? | Learner to play game  that involve jumping  for height such as in threes and with a rope | Field markers | Observation  Oral questions |  |
|  | 3 | Basic Motor Skill | Non- Locomotion Skills  (stretching ) | By the end of the lesson the learner should be able to:  3) Explore stretching in  different directions for | Name the  body parts that are in use  when | Learners to answer questions on parts of the body that are in  use when stretching | Field Field markers | Oral questions  Practical |  |



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|  |  |  |  | body awareness | stretching |  |  |  |  |
|  | 4 | Basic  Motor  Skill | Non-  Locomotion  Skills  (stretching ) | 4) Learner to watch a video  clip of a cheetah and a cat  stretching | Which  animals  stretch themselves? | Learners to watch a  video clip of a  cheetah and a cat stretching | Video clips | Oral questions |  |
| 10 | 1 | Basic  Motor  Skill | Non- Locomotion  Skills  (stretching ) | 1) Perform stretching in different ways for  flexibility, agility, coordination and space  awareness | How many different  directions can you stretch  towards? | Learners to stretch towards different  directions such as sideways | Field Field markers | Oral questions practical |  |