GRADE ONE 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 lessons, the learner should be able to: name  the organ used to see in water while swimming for body awareness | Discuss why it important to open the eyes  hen swimming | Learners could be shown video clips of other learners  swimming | Realia charts | Observation  Oral questions |  |
|  | 2 |  | Basic swimming  skills | By the end of the lessons, the learner  should be able to:  watch a video clip of people playing games in water for digital literacy | Discuss why it important to  open the eyes  hen swimming | Learners could be shown video clips of  other learners  swimming | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Basic  swimming  skills | By the end of the  lessons, the learner  should be able to: acquire the ability to see in water for safety, personal and general space awareness | Discuss why it  important to  open the eyes hen swimming | Take a deep breath  through the mouth, and  submerge the whole face in water with the eyes open, hold for 10 seconds and blow out in the water | Realia  charts | Observation  Oral questions |  |
|  | 4 |  | Basic swimming  skills | By the end of the lessons, the learner  should be able to: | Discuss why it important to  open the eyes | Take a deep breath through the mouth, and  submerge the whole | **Realia charts** | Observation  Oral questions |  |

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|  |  |  |  | establish relationships while seeing in water for critical thinking and  problem solving | hen swimming | face in water with the eyes open, hold for 10 seconds and blow out  in the water |  |  |  |
|  | 5 |  | Basic  swimming  skills | By the end of the  lessons, the learner  should be able to: make appropriate play items for creativity and imagination | Discuss why it  important to  open the eyes hen swimming | Take a deep breath  through the mouth, and  submerge the whole face in water with the eyes open, hold for 10 seconds and blow out in the water | Realia  charts | Observation  Oral questions |  |
| 2 | 1 |  | Mushroom  float | By the end of the  lessons, the learner  should be able to: watch a video clip of people floating in water for digital literacy | Name things  that may float in  water? | Learner to watch video  clips of people floating  on water using the mushroom float | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | Mushroom  float | By the end of the  lessons, the learner should be able to: acquire the ability to float in water using the mushroom float technique for survival and water safety | Name things  that may float in water? | Practiced floating on  water using the mushroom float. | Realia  charts | Observation  Oral questions |  |
|  | 3 |  | Mushroom float | By the end of the lessons, the learner should be able to:  demonstrate the ability | Name things  that may float in water? | hold onto side of the pool hands shoulder width apart at the  shallow end | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | to float in water using the mushroom float technique for survival |  | **ii.** Step back and straightening the arms and lock the elbows |  |  |  |
|  | 4 |  | Mushroom float | By the end of the lessons, the learner should be able to:  establish relationships while floating in water for critical thinking and problem solving | Name things  that may float in water? | float with the face fully immersed in water with eyes open,  Slowly Lift the head and bring the body to a standing position | Realia charts | Observation  Oral questions |  |
| 3 | 5 |  | Mushroom  float | By the end of the  lessons, the learner  should be able to: appreciate floating in water for self-esteem and survival | Name things  that may float in  water? | Learner to cooperate  with others and play  simple water games while using the mushroom float technique | Realia  charts | Observation  Oral questions |  |
|  | 1-2 |  | Mushroom  float | By the end of the  lessons, the learner should be able to: make appropriate play  items for creativity and  imagination | Why it is  important to know how to float in water |  | Realia  charts | Observation  Oral questions |  |
| 5 | 3-4 |  | Mushroom  float | By the end of the  lessons, the learner should be able to: play simple water games for creativity,  enjoyment and peaceful coexistence | Why it is  important to know how to float in water | Learner to cooperate  with others and play simple water games while using the mushroom float technique | Realia  charts | Observation  Oral questions |  |

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|  | 5 |  |  | By the end of the  lessons, the learner  should be able to: observe rules when playing simple games for own and others safety. | Why it is  important to  know how to float in water | Learners to observe  pool safety | Realia  charts | Observation  Oral questions |  |
| 4 | 1-2 |  | Sculling  water | By the end of the  lessons, the learner should be able to: explore the different ways of sculling water | name any  floating technique you know | Learners to watch a  video clip of other learners sculling water (standing position) | Realia  charts | Observation  Oral questions |  |
|  | 3-4 |  | Sculling  water | By the end of the  lessons, the learner should be able to: watch video clips of  people sculling in water  for digital literacy | name any  floating technique you know | Learners to watch a  video clip of other learners sculling water (standing position) | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | Sculling water | By the end of the lessons, the learner  should be able to:  acquire the ability to scull in water for survival and water safety, | name any floating  technique you  know | Learners practice  sculling in water by: at the shallow end of the pool the learner to extend the arms directly out in front, | Realia charts | Observation  Oral questions |  |

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| 5 | 1-2 |  | Sculling water | By the end of the lessons, the learner should be able to:  demonstrate the ability to scull water for self-  confidence | Why is it important to scull water? | the learner’s feet stand on the pool floor and the body in a sitting  arm | Realia charts | Observation  Oral questions |  |
|  | 3-4 |  | Sculling water | By the end of the lessons, the learner  should be able to:  establish relationships  while sculling water for critical thinking and problem solving | Why is it important to  scull water? | Learners cooperates with others to play  simple games while sculling water | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Sculling  water | By the end of the  lessons, the learner should be able to: make appropriate play  items for creativity and  imagination | Why is it  important to scull water? | Learners to observe  safety while playing water games | Realia  charts | Observation  Oral questions |  |
| 6 | 1 | Gymnastics | Static  balances: Single leg balance | By the end of the  lessons, the learner should be able to:name the parts of the body that are used in Single leg balance for body awareness | Name some  body balances you know | Learners to name the  parts of the body in use when performing the Single leg balance | Realia  charts | Observation  Oral questions |  |
|  | 2 |  | Static  balances:  Single leg | By the end of the  lessons, the learner  should be able to: | Name some  body balances  you know | Learners to watch  video clips of  gymnastic displays | Realia  charts | Observation  Oral questions |  |

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|  |  |  | balance | watch video clips on ballet dance for digital literacy |  |  |  |  |  |
|  | 3 |  | Static  balances:  Single leg balance | By the end of the  lessons, the learner  should be able to: perform the single leg balance for coordination, balance, strength and space awareness | Name some  body balances  you know | Learners to be guided  on how to perform  Single leg balance | Realia  charts | Observation  Oral questions |  |
|  | 4 |  | Static balances:  Single leg  balance | By the end of the lessons, the learner  should be able to:  practice performing the single leg balance for coordination, balance, and strength | Name some body balances  you know | Learners to practice the  Single leg balance | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Static balances: Single leg  balance | By the end of the lessons, the learner should be able to:  observe rules for own  and others safety. | Name some body balances you know | Observe rules while performing the Single leg balance for own  and others safety | Realia charts | Observation  Oral questions |  |
| 7 | 1 | Gymnastics | T-balance | By the end of the  lessons, the learner should be able to name the parts of the body in use during T- | Name the body  parts used in T- balance | Learners to name the  parts of the body in use when performing the in T-balance | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | balance performance for body awareness |  |  |  |  |  |
|  | 2 | Gymnastics | T-balance | By the end of the lessons, the learner should be able to  watch video clips of T-  balance for digital  literacy | Name the body parts used in T- balance | Learners to watch video clips of other learners performing the T-balance | Realia charts | Observation  Oral questions |  |
|  | 3 | Gymnastics | T-balance | By the end of the  lessons, the learner should be able to perform the T-balance for strength, coordination, balance, and space awareness, | Name the body  parts used in T- balance | Learners to practice the  T-balance individually and with others. | Realia  charts | Observation  Oral questions |  |
|  | 4 | Gymnastics | T-balance | By the end of the  lessons, the learner should be able to practice performing the T-balance for coordination, balance and strength | Name the body  parts used in T- balance | Learners to play  games | Realia  charts | Observation  Oral questions |  |
|  | 5 | Gymnastics | T-balance | By the end of the  lessons, the learner should be able to appreciate performing the T-balance for self- esteem, | Name the body  parts used in T- balance | Learners to practice the  T-balance individually and with others | Realia  charts | Observation  Oral questions |  |
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| 8 | 1 |  | Star balance | By the end of the | Name the body | Learners to answer | Realia | Observation |  |

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|  |  |  |  | lessons, the learner should be able to name the parts of the body that are in use  during the performance of star balance for body  awareness | parts used in  Star balance? | questions on the parts of the body in use when performing the  Star balance | charts | Oral questions |  |
|  | 2 |  | Star balance | By the end of the lessons, the learner should be able to watch video clips of star balance for digital literacy | Name the body parts used in  Star balance? | Learners to watch the video clips of other  learners performing the  Star balance | Realia charts | Observation  Oral questions |  |
|  | 3 |  | Star balance | By the end of the lessons, the learner should be able to perform the star balance for coordination, balance, strength and space awareness | Name the body parts used in Star balance? | Learners to practice the Star balance individually and with others | Realia charts | Observation  Oral questions |  |
|  | 4 |  | Star balance | By the end of the lessons, the learner should be able to practice performing the star balance for coordination, balance, and strength | Name the body parts used in Star balance? | Learners to collaborate with others and participate in activities  using the star balance | Realia charts | Observation  Oral questions |  |
|  | 5 |  | Star balance | By the end of the | Name the body | Observe rules when | Realia | Observation |  |

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|  |  |  |  | lessons, the learner should be able to observe rules while performing balances for own and others safety. | parts used in  Star balance? | performing the star balance activities for own and others safety. | charts | Oral questions |  |
| 9&  10 |  | ASSESSEMENT | ASSESSEM  ENT | ASSESSEMENT | ASSESSEMEN  T | ASSESSEMENT | ASSESSE  MENT | ASSESSEMEN  T |  |
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