

MOVEMENT SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TIME	YEAR
	3	MOVEMENT ACTIVITIES		2021

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1	1	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: name the parts of the body that are in use when skipping for body awareness	Name physical activities that can be performed using a rope	Learners to answer questions on the parts of the body in use when skipping	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical's.	
	2	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: perform skipping in different ways for strength, coordination, balance and for space awareness	Name physical activities that can be performed using a rope	Learners in groups to watch a video clip of people skipping	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical's.	
	3	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: practice skipping in different ways for strength, coordination, balance and for excellence	Name physical activities that can be performed using a rope	Learners to practice Skipping in different ways by: § skip in different directions - forward, - backward	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical.	
	4	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: practice skipping in	Name physical activities that can be performed	Learners to practice Skipping in different ways by: § skip in different	field markers, field, bean bags, ropes, § digital devices smart phones	Signed questions and practical.	

				different ways for strength, coordination, balance and for excellence	using a rope	directions , - to the right - to the left circular - straight - curved - zigzag	§ video clips of people skipping		
	5	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: establish relationships through skipping creativity and imagination	Name physical activities that can be performed using a rope	skip in different levels - low - medium - high	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical.	
2	1	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: establish relationships through skipping creativity and imagination	Name physical activities that can be performed using a rope	learners to skip in varying tempo such as slowly, moderate and fast and make shapes (square , circle, rectangle etc	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical.	
	2	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: appreciate skipping for strength, coordination and balance	Name physical activities that can be performed using a rope	establish relationships such as mirroring, over, under, through, on beside, along and between • learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L,	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical.	

	3	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: play games that involve skipping for enjoyment	Name physical activities that can be performed using a rope	learners in groups to walk and make numbers such as 6,7,8 • learners to make a combination of levels, pathways, tempo and skip	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practical.	
	4	Basic Motor Skills	Locomotor skill: Skipping	By the end of the sub-strand, the learners should be able to: obey rules when skipping for own and others safety	Name physical activities that can be performed using a rope	Learners to play games that involve skipping • Learners to obey rules as they skip and play games	field markers, field, bean bags, ropes, § digital devices smart phones § video clips of people skipping	Signed questions and practicals.	
	5	Basic	Locomotor skill: Galloping	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 galloping for body awareness	Name the animals that gallop. How can you use the skill gallop in your daily life?	Learners to answer questions on the animals that gallop Learners watch a video of the animals that gallop	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping		
3	1	Motor Skills	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: perform gallop in different ways for strength, coordination, balance, and for space awareness	Name the animals that gallop. How can you use the skill gallop in your daily life?	Learners to practice galloping in different ways by: § gallop in different directions - forward, - backward, - to the right - to the left	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping	questions and practicals	
	2	Basic	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: perform gallop in different ways for strength,	Name the animals that gallop. How can you use the skill	Learners to practice galloping in different ways by: § gallop in different	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones		

				coordination, balance, and for space awareness	gallop in your daily life	directions - forward, - backward, - to the right - to the left	Video clips of people galloping		
	3	Motor Skills	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: perform gallop in different ways for strength, coordination, balance, and for space awareness	Name the animals that gallop. How can you use the skill gallop in your daily life	gallop in different pathways - circular - straight - curved - zigzag	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping		
	4	Basic	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: practice galloping for strength, coordination and balance for excellence	Name the animals that gallop. How can you use the skill gallop in your daily life?	gallop in different pathways - circular - straight - curved - zigzag	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping		
	5	Motor Skills	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: establish relationships through galloping for creativity and self-esteem;	Name the animals that gallop. How can you use the skill gallop in your daily life?	Learners establish relationships such as under mirroring etc	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping	Signed questions and practicals	
4	1	Basic	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: appreciate galloping for strength, coordination and balance play games that involve	Name the animals that gallop. How can you use the skill gallop in your daily life?	Learners in groups to gallop and make letters of the alphabet such as C, I, L, O, learners in groups to gallop	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping	Signed questions and practicals	

				galloping for enjoyment		and make numbers such as 7, 6, 3			
	2	Basic	Locomotor skill: Galloping	By the end of the sub-strand, the learner should be able to: obey rules when galloping for own and others safety	Name the animals that gallop. How can you use the skill gallop in your daily life?	combination of levels, pathways, tempo and gallop Learners to play games that involve galloping Learners to obey rules as they gallop and play games	Field makers, field, bean bags, ropes, Digital devices such as mobile smart phones Video clips of people galloping	Signed questions and practicals	
	3	Basic Motor Skills	Locomotor skills: Dodging	By the end of the sub-strand the learners should be able to: a) name the parts of the body that are in use when dodging for body awareness;	Mention games that you can play using dodging	Learners to answer questions on the games where the dodging skill is used • Learners to watch video clips of learners dodging in a game of netball	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used	Signed questions and practicals	
	4	Basic Motor Skills	Locomotor skills: Dodging Locomotor skills: Dodging	By the end of the sub-strand, the learners should be able to: dodge in different ways for strength, coordination, health and balance	Mention games that you can play using dodging	Learners to answer questions on the games where the dodging skill is used • Learners to watch video clips of learners dodging in a game of netball	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used	Signed questions and practicals	
	5	Basic Motor	Locomotor	By the end of the sub-strand, the learners should	What do you do to	Learners to practice dodging in	Field makers, field, bean bags, ropes,		

		Skills	skills: Dodging	be able to: practice dodging in different ways for strength, coordination, health, balance, and for excellence	avoid being hit by a kicked ball	different ways by: § dodging in different directions – forward, – backward, – to the right – to the left	• Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used		
5	1	Basic Motor Skills	Locomotor skills: Dodging	By the end of the sub-strand, the learners should be able to: establish relationships through dodging for creativity and imagination	What do you do to avoid being hit by a kicked ball	dodging in different pathways – circular – straight – curved – zigzag § dodging in different levels, slowly moderate and fast	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used	Signed questions and practicals	
	2	Basic Motor Skills	Locomotor skills: Dodging	By the end of the sub-strand, the learners should be able to: appreciate dodging for strength, coordination and balance	Mention games that you can play using dodging. What do you do to avoid being hit by a kicked ball?	dodging in different pathways – circular – straight – curved – zigzag § dodging in different levels, slowly moderate and fast	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used	Signed questions and practicals	
	3	Basic Motor Skills	Locomotor skills: Dodging	By the end of the sub-strand, the learners should be able to: play games that involve dodging for enjoyment	Mention games that you can play using dodging. What do you do	Knee boxing: In twos partners try to touch knees; each partner must dodge to avoid	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile	Signed questions and practicals	

					to avoid being hit by a kicked ball?	being touched. • Picking the medal: You have won a gold medal in a race, as you walk to the car somebody tries to take it. You hide it behind the back, as your partner tries to take it you keep dodging to make sure it is not taken. (The activity to be done in twos or threes. hands should be used to maintain the medal at the back not for defence (hands and arms only for taking).	phones • Video clips of learners playing a game where dodging is used		
	4	Basic Motor Skills	Locomotor skills: Dodging	By the end of the sub-strand, the learners should be able to: obey rules when dodging for own and others safety.	Mention games that you can play using dodging. What do you do to avoid being hit by a kicked ball?	Learners to play games while using the skill dodging • Learners to obey rules as they dodge and play games	Field makers, field, bean bags, ropes, • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used	Signed questions and practicals	
	5	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand, the learners should be able to: name the parts of the body	How can you use the skill sliding (side	Learners to answer questions on the parts of the body that are in use when	Field makers, pebbles ropes, • Digital devices such as smart	questions and practicals	

				that are in use when sliding for body awareness	gallop) in your daily routine?	sliding • Learners watch a video clip of the animals that slide	phones • Video clips of animals that slide such as the seal		
6	1	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand the learner should be able to perform sliding in different ways for strength, coordination, health, balance, and excellence	How can you use the skill sliding (side gallop) in your daily routine?	Learners watch a video clip of the animals that slide • Learners to practice sliding in different ways by: • gallop in different directions forward, - backward, - to the right - to the left	Field makers, pebbles ropes, • Digital devices such as smart phones • Video clips of animals that slide such as the seal	questions and practicals	
	2	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand the learner should be able to practice sliding in different ways for strength, coordination, health, balance, and excellence	Name animals that slid for movement	slide in different pathways - circular - straight - curved - zigzag	Field makers, pebbles ropes, • Digital devices such as smart phones • Video clips of animals that slide such as the seal	questions and practicals	
	3	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand the learner should be able to establish relationships through sliding for creativity and imagination	Name animals that slid for movement	learners to slide in varying tempo and make shapes: • learners to establish relationships such as under, on, through, round, between, sideways etc	Field makers, pebbles ropes, • Digital devices such as smart phones • Video clips of animals that slide such as the seal	questions and practicals	

	4	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand the learner should be able to appreciate sliding for strength, coordination, health, balance, and self-esteem	Name animals that slid for movement	Learners in groups to slide and make letters of the alphabet such as O, N, T, W, Y, • learners in groups to slide and make numbers ,5, 6, 7, 8	Field makers, pebbles ropes, • Digital devices such as smart phones • Video clips of animals that slide such as the seal	questions and practicals	
	5	Basic Motor Skills	Locomotor skill Sliding	By the end of the sub-strand the learner should be able to play games that involve sliding for enjoyment g) obey rules when sliding for own and others safety	Name animals that slid for movement	learners to make a combination of levels, pathways, tempo and slide • Learners to play games that involve sliding • Learners to obey rules as they slide and play games	Field makers, pebbles ropes, • Digital devices such as smart phones • Video clips of animals that slide such as the seal	questions and practicals	
7	1	Basic Motor Skills	Non-locomotor : Twisting	By the end of the sub-strand the learner should be able to: a) name the parts of the body that can twist	Which parts of the body can twist? Name an activity that involves twisting	Learners name the parts of the body that can twist such as neck, arm trunk and legs	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones	questions and practical	
	2	Basic Motor Skills	Non-locomotor : Twisting	By the end of the sub-strand the learner should be able to perform twisting in different directions for agility and flexibility	Which parts of the body can twist? Name an activity that involves twisting	Learners to watch video clips of ballet dancers • learners to practice twisting individually and in groups	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones	questions and practical	
	3	Basic Motor	Non-	By the end of the sub-	Which parts of	Learners participate	Field makers, field,	questions	

		Skills	locomotor : Twisting	strand the learner should be able to practice twisting in different directions for agility, flexibility and excellence	the body can twist? Name an activity that involves twisting	in twisting activities	bean bags, ropes, • Digital devices such as smart mobile phones	and practical	
	4	Basic Motor Skills	Non-locomotor : Twisting	By the end of the sub-strand the learner should be able to establish relationships for creativity and imagination	Which parts of the body can twist? Name an activity that involves twisting	Learners participate in twisting activities	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones	questions and practical	
	5	Basic Motor Skills	Non-locomotor : Twisting	By the end of the sub-strand the learner should be able to appreciate twisting for selfesteem	Which parts of the body can twist? Name an activity that involves twisting	Learners participate in twisting activities	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones	questions and practical	
8	1	Basic Motor Skills	Non-locomotor : Twisting	By the end of the sub-strand the learner should be able to obey rules while twisting for own and others safety	Which parts of the body can twist? Name an activity that involves twisting	Observe rules while twisting for own and others safety	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones	questions and practical	
	2	Basic Motor Skills	Manipulative skills: Striking	By the end of the sub-strand the learner should be able to: a) name the parts of the body that are involved in striking for body awareness	Which parts of the body is used for striking?	Learners answer questions on the parts of the body that are used for striking • Learners to watch a video clip of game where the striking skill is	Field makers, pebbles, ropes, • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used	Signed questions and practicals	

						performed such as rounder and cricke	such as rounder and cricket		
	3	Basic Motor Skills	Manipulative skills: Striking	By the end of the sub-strand the learner should be able to: perform striking in different ways for Strength, coordination and balance	Which parts of the body is used for striking?	Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket • practice striking in different ways by: – striking in different directions such as forward, backward, to right and left – striking sideways	Field makers, pebbles, ropes, • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used such as rounder and cricket	Signed questions and practicals	
	4	Basic Motor Skills	Manipulative skills: Striking	By the end of the sub-strand the learner should be able to: practice striking in different ways for Strength, coordination , balance and excellence	Name a game where the striking skill is used.	Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket • practice striking in different ways by: – striking in different directions such as forward, backward, to right and left – striking sideways	Field makers, pebbles, ropes, • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used such as rounder and cricket	Signed questions and practicals	
	5	Basic Motor	Manipulat	By the end of the sub-	Name a game	Learners to watch a	Field makers,	Signed	

		Skills	ive skills: Striking	strand the learner should be able to: establish relationships through striking for creativity and imagination	where the striking skill is used.	video clip of game where the striking skill is performed such as rounder and cricket • practice striking in different ways by: – striking in different directions such as forward, backward, to right and left – striking sidewaysstrike in different levels such as low, medium and high – strike an object to varying distances such as near, far	pebbles, ropes, • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used such as rounder and cricket	questions and practicals	
9	1	Basic Motor Skills	Manipulative skills: Striking	By the end of the sub-strand the learner should be able to: appreciate striking for Strength, coordination and balance for self-esteem play games that involve striking for enjoyment g) obey rules when striking for own and others safety	Name a game where the striking skill is used.	Learners to play games that involve striking • Learners to observe rules as they play games	Field makers, pebbles, ropes, • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used such as rounder and cricket	Signed questions and practicals	
10	END OF TERM ASSESSMENT								