

GRADE THREE MOVEMENT SCHEME OF WORK TERM THREE YEAR 2018

| 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 | |

| | | | | | | | | | |
|---|---|--|---|--|--|--|---------------|-------------------------------|--|
| | | | 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 | |

| | | | | | | | | | |
|---|-----|--|---|--|--|--|---------------|-------------------------------|--|
| | | | 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 | |

| | | | | | | | | | |
|---|-----|--|----------------|---|--|--|---------------|-------------------------------|--|
| | | | | 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 | |

| | | | | | | | | | |
|---|-----|------------|--------------|--|--|---|---------------|-------------------------------|--|
| 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 | |

| | | | | | | | | | |
|---|---|------------|--------------|--|--|--|---------------|-------------------------------|--|
| | | | 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 | |

| | | | | | | | | | |
|---|------------|--------------|---|---|--|----------------------------|-------------------------------|--|--|
| | | | | 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 | | |

| | | | | | | | | | |
|---|---|------------|--------------------|--|---|---|---------------|-------------------------------|--|
| | | | | able to: obey rules while performing the beam balance for own and others safety | play that involve balancing | | | | |
| 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 | |

