

GRADE THREE

GRADE THREE MOVEMENT SCHEME OF WORK TERM TWO YEAR 2018

WE EK	LESS ON	STRAND S	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Basic motor skill	Punting	By the end of the sub-strand, the learner should be able to: watch a video clip of soccer players punting for digital literacy	Mention the part of the body used for punting	learners to watch a video clip on of a game where punting is used such as football	Realia charts	1.Observation 2.Oral questions	
	2		Punting	By the end of the sub-strand, the learner should be able to: perform punting in different ways for coordination, endurance and balance	Mention the part of the body used for punting	practice punting in different directions such as forward, left and right .	Realia Charts	.Observation 2.Oral questions	
	3		Punting	By the end of the sub-strand, the learner should be able to: perform punting in different ways for coordination, endurance and balance	Mention the part of the body used for punting	practice punting in different directions such as forward, left and right .	Realia Charts	.Observation 2.Oral questions	
	4		Punting	By the end of the sub-strand, the learner should be able to: practice punting in different ways for coordination, endurance, balance and for excellence	Mention the part of the body used for punting	practice punting in different directions such as forward, left and right .	Realia charts	Observation	

	5		Punting	By the end of the sub-strand, the learner should be able to: practice punting in different ways for coordination, endurance, balance and for excellence	Mention the part of the body used for punting	practice punting in different directions such as forward, left and right .	Realia Charts	.Observation 2.Oral questions	
3	1		Punting	By the end of the sub-strand, the learner should be able to: establish relationships through punting for critical thinking and problem solving	Mention the part of the body used for punting	Learners to play games that involve punting such as a minor game of soccer.	Realia Charts	.Observation 2.Oral Punting questio Punting ns	
	2		Punting	By the end of the sub-strand, the learner should be able to: establish relationships through punting for critical thinking and problem solving	Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer.	Realia Charts	.Observation 2.Oral questions	
	3		Punting	By the end of the sub-strand, the learner should be able to: appreciate punting for strength, coordination, balance and self-esteem	Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer.	Realia charts	.Observation 2.Oral questions	

	4		Punting	By the end of the sub-strand, the learner should be able to: make appropriate play items for creativity and imagination	Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer.	Realia Charts	.Observation 2.Oral questions	
	5		Punting	By the end of the sub-strand, the learner should be able to: make appropriate play items for creativity and imagination	Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer.	Realia Charts	.Observation 2.Oral questions	
4	1		Punting	By the end of the sub-strand, the learner should be able to: play simple games for creativity, collaboration, enjoyment and peaceful coexistence	Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer.	Realia Charts	.Observation 2.Oral questions	
	2		Punting	By the end of the sub-strand, the learner should be able to: obey rules when playing games for own and others safety	Name a game where punting is used	Learners to observe rules as they punt and play games	Realia Charts		
	3		Dribbling	By the end of the sub-strand, the learner should be able to	Which directions can you dribble easily	Learners to watch a video clip on a soccer game and observe as	Realia charts	.Observation 2.Oral questions	

				watch a video clip of soccer game and observe dribbling for digital literacy		the ball is being dribbled			
	4		Dribbling	By the end of the sub-strand, the learner should be able to perform dribbling in different ways for coordination, endurance and balance	Which directions can you dribble easily	Learners to practice dribbling in different ways by: dribbling in different directions such as forward, to the right and left dribbling in different pathways such as circular, straight, zigzag and circles o dribble objects to varying distances such as near, far	Realia charts	.Observation 2.Oral questions	
	5		Dribbling	By the end of the sub-strand, the learner should be able to perform dribbling in different ways for coordination, endurance and balance	Which directions can you dribble easily	Learners to practice dribbling in different ways by: dribbling in different directions such as forward, to the right and left dribbling in different pathways such as circular, straight, zigzag and circles o dribble objects to varying distances such as near, far	Realia charts	.Observation 2.Oral questions	
5	1		Dribbling	By the end of the sub-	which part of the	Learners to practice	Realia	.Observation	

				strand, the learner should be able to practice dribbling in different ways for coordination, endurance, balance and for excellence	body is used for dribbling	dribbling in different ways by: dribbling in different directions such as forward, to the right and left dribbling in different pathways such as circular, straight, zigzag and circles o dribble objects to varying distances such as near, far	charts	2.Oral questions	
	2		Dribbling	By the end of the sub-strand, the learner should be able to practice dribbling in different ways for coordination, endurance, balance and for excellence	which part of the body is used for dribbling	Learners to practice dribbling in different ways by: dribbling in different directions such as forward, to the right and left dribbling in different pathways such as circular, straight, zigzag and circles o dribble objects to varying distances such as near, far	Realia charts	.Observation 2.Oral questions	
	3		Dribbling	By the end of the sub-strand, the learner should be able to establish relationships through dribbling for critical thinking and problem	which part of the body is used for dribbling	Learners answer questions on the parts of the body that are used for dribbling	Realia charts	.Observation 2.Oral questions	

	4		Dribbling	By the end of the sub-strand, the learner should be able to establish relationships through dribbling for critical thinking and problem	which part of the body is used for dribbling	Learners answer questions on the parts of the body that are used for dribbling	Realia charts	.Observation 2.Oral questions	
	5		Dribbling	By the end of the sub-strand, the learner should be able to appreciate dribbling for strength, coordination, balance and self-esteem	Name a game where dribbling is used	Learners to dribble individually and in groups	Realia charts	.Observation 2.Oral questions	
6	1		Dribbling	By the end of the sub-strand, the learner should be able to make appropriate play items for creativity and imagination	Name a game where dribbling is used	Learners to dribble individually and in groups	Realia charts	.Observation 2.Oral questions	
	2		Dribbling	By the end of the sub-strand, the learner should be able to play simple games for creativity, collaboration, enjoyment and peaceful coexistence	Name a game where dribbling is used	Learners to play games that involve dribbling.	Realia charts	.Observation 2.Oral questions	
	3		Dribbling	By the end of the sub-strand, the learner should be able to play simple	Name a game where dribbling is used	Learners to play games that involve dribbling.	Realia charts	.Observation 2.Oral questions Dribbling	

				games for creativity, collaboration, enjoyment and peaceful coexistence				ns	
	4		Dribbling	By the end of the sub-strand, the learner should be able to obey rules when playing games for own and others safety	Name a game where dribbling is used	Observe the rules when dribbling for own and others safety	Realia charts	.Observation 2.Oral questions	
	5	SWIMMING	Water safety:	By the end of the sub-strand, the learner should be able to: name a floating technique that you know for self-esteem	State pool rules that you know	Learners to name floating techniques that they know	Realia charts	.Observation 2.Oral questions	
7	1		Water safety:	By the end of the sub-strand, the learner should be able to: watch a video clip of people in the H.E.L.P position for digital literacy	State pool rules that you know	Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P.	Realia charts	.Observation 2.Oral questions	
	2		Water safety:	By the end of the sub-strand, the learner should be able to: perform H.E.L.P for – survival	State pool rules that you know	Learners to watch a video clip of the H.E.L.P in water	Realia charts	.Observation 2.Oral questions	
	3		Water safety:	By the end of the sub-strand, the learner should	State a floating technique that you	Learners to practice H.E.L.P.	Realia charts	.Observation 2.Oral questions	

				be able to: practice H.E.L.P for survival	know.				
	4		Water safety:	By the end of the sub-strand, the learner should be able to: appreciate H.E.L.P for rescue	State a floating technique that you know.	Learners to state the importance of H.E.L.P in water	Realia charts	.Observation 2.Oral questions	
	5		Water safety:	By the end of the sub-strand, the learner should be able to: play simple games for creativity, collaboration, enjoyment and peaceful coexistence	State a floating technique that you know.	Learners to practice H.E.L.P.	Realia charts	.Observation 2.Oral questions	
8	1		Water safety:	By the end of the sub-strand, the learner should be able to make relationships while in water for creativity and imagination	State a floating technique that you know.	Learners to practice H.E.L.P.	Realia charts	.Observation 2.Oral questions	
	2		Water safety:	By the end of the sub-strand, the learner should be able to obey the swimming pool rules for own and others safety	State a floating technique that you know.	Learners to observe swimming pool rules for safety	Realia charts	.Observation 2.Oral questions	

	3		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to explore the different actions that the arm can make in water for body awareness	Mention ways in which you can move your water	Learners to name the different arm action they can make in water.	Realia charts	.Observation 2.Oral questions	
	4		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to explore the different actions that the arm can make in water for body awareness	Mention ways in which you can move your water	Learners to name the different arm action they can make in water.	Realia charts	.Observation 2.Oral questions	
	5		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to perform the arm action in front crawl in swimming for strength and coordination	Mention ways in which you can move your water	Learners to be guided on performing the arm action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
9	1		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to perform the arm action in front crawl in swimming for strength and coordination	Mention ways in which you can move your water	Learners to be guided on performing the arm action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
	2		Arm	By the end of the sub-	Mention ways in	Learners to practicing	Realia	.Observation	

			action in water-front crawl	strand, the learner should be able to Practice the arm action in front crawl in swimming for excellence	which you can move your water	the arm action in front crawl in swimming.	charts	2.Oral questions	
	3		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to Practice the arm action in front crawl in swimming for excellence	Mention ways in which you can move your water	Learners to practicing the arm action in front crawl in swimming.	Realia charts	.Observation 2.Oral questions	
	4-5		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to appreciate the arm action in front crawl in swimming for self-esteem	give the various directions the body can move to in water	Learners to practicing the arm action in front crawl in swimming.	Realia charts	.Observation 2.Oral questions	
10	1		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to make relationships in water for creativity	give the various directions the body can move to in water	Learners to practicing the arm action in front crawl in swimming.	Realia charts	.Observation 2.Oral questions	
	2		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to make relationships in water for creativity	give the various directions the body can move to in water	Learners to practicing the arm action in front crawl in swimming.	Realia charts	.Observation 2.Oral questions	

	3		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to play simple water games for creativity, enjoyment and peaceful coexistence	give the various directions the body can move to in water	Learners to enjoy playing simple water games	Realia charts	.Observation 2.Oral questions	
	4		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to play simple water games for creativity, enjoyment and peaceful coexistence	give the various directions the body can move to in water	Learners to enjoy playing simple water games	Realia charts	.Observation 2.Oral questions	
	5		Arm action in water-front crawl	By the end of the sub-strand, the learner should be able to observe safety when performing the arm action in front crawl in swimming for own and others safety	give the various directions the body can move to in water	Learners to observe pool rules for safety	Realia charts	.Observation 2.Oral questions	
11	1		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, 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 2.Oral questions	

	2		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, 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 2.Oral questions	
	3		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to perform kicking- leg action in front crawl in swimming for strength and coordinatio	Name body part used for kicking in water	Learners to watch a video clip of kicking – leg action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
	4		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to perform kicking- leg action in front crawl in swimming for strength and coordinatio	Name body part used for kicking in water	Learners to watch a video clip of kicking – leg action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
	5		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, 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 2.Oral questions	
12	1		Kicking (Leg	By the end of the sub-strand, the learner should	Mention any floating technique	Learners to practice kicking-leg action in	Realia charts	.Observation 2.Oral questions	

			action in water)in front crawl	be able to Practice kicking –leg action in front crawl in swimming for excellence	they know	front crawl in swimming			
	2		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to appreciate kicking-leg action in front crawl in swimming for self-esteem	Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
			Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to appreciate kicking-leg action in front crawl in swimming for self-esteem	Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming	Realia charts	.Observation 2.Oral questions	
	3		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to make relationships in water for creativity and imagination	Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming Learners to enjoy playing simple water games	Realia charts	.Observation 2.Oral questions	
	4-5		Kicking (Leg action in water)in front crawl	By the end of the sub-strand, the learner should be able to make relationships in water for creativity and imagination	Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming Learners to enjoy playing simple water games	Realia charts	.Observation 2.Oral questions	

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