



MOVEMENT SCHEME OF WORK GRADE 3 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREAS	TERM	YEAR
	3	Movement Activities	2	

Week	Lsn	Strand	Sub Strand	Specific Learning Outcome	Key Inquiry Question	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: name the parts of the body that are involved in punting for body awareness	Mention the part of the body used for punting. Name a game where punting is used	Learners answer questions on the parts of the body that are used for punting	Field makers, field, bean bags, ropes, Digital devices such as smart mobile phones Video clip of a soccer game when punting is in use		
	2	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: name the parts of the body that are involved in punting for body awareness	Mention the part of the body used for punting. Name a game where punting is used	learners to watch a video clip on of a game where punting is used such as football	Field makers, field, bean bags, ropes, Digital devices such as smart mobile phones Video clip of a		

							soccer game when punting is in use		
	3	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: perform punting in different directions for space awareness	Mention the part of the body used for punting. Name a game where punting is used	learners to watch a video clip on of a game where punting is used such as football	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use		
	4	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: perform punting in different directions for space awareness	Mention the part of the body used for punting. Name a game where punting is used	practice punting in different directions such as forward, left and right • Learners to play games that involve punting such as a minor game of soccer	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use		
	5	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: practice punting in different directions for excellence	Mention the part of the body used for punting. Name a game where punting is used	practice punting in different directions such as forward, left and right • Learners to play games that involve punting such as a minor game of soccer	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use		

2	1	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: practice punting in different directions for excellence	Mention the part of the body used for punting. Name a game where punting is used	practice punting in different directions such as forward, left and right • Learners to play games that involve punting such as a minor game of soccer	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use		
	2	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: appreciate punting for coordination and balance	Mention the part of the body used for punting. Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer • Learners to observe rules as they punt and play games	Field makers, field, bean bags, ropes, • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use		
	3	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: appreciate punting for coordination and balance	Mention the part of the body used for punting. Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer Learners to observe rules as they punt and play games	Field makers, field, bean bags, ropes, Digital devices such as smart mobile phones Video clip of a soccer game when punting is in use		
	4	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to:	Mention the part of the body used for	Learners to play games that involve punting	Field makers, field, bean bags, ropes,		

				establish relationships through punting for self-esteem	punting. Name a game where punting is used	such as a minor game of soccer Learners to observe rules as they punt and play games	<ul style="list-style-type: none"> • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use 		
	5	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: establish relationships through punting for self-esteem	Mention the part of the body used for punting. Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer <ul style="list-style-type: none"> • Learners to observe rules as they punt and play games 	Field makers, field, bean bags, ropes, <ul style="list-style-type: none"> • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use 		
3	1	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: play games that involve punting for enjoyment Obey rules when punting for own and others safety	Mention the part of the body used for punting. Name a game where punting is used	Learners to play games that involve punting such as a minor game of soccer <ul style="list-style-type: none"> • Learners to observe rules as they punt and play games 	Field makers, field, bean bags, ropes, <ul style="list-style-type: none"> • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use 		
	2	Manipulative skills	Manipulative skills: Punting	By the end of the sub-strand the learner should be able to: play games that involve punting for enjoyment	Mention the part of the body used for punting. Name a game where punting	Learners to play games that involve punting such as a minor game of soccer <ul style="list-style-type: none"> • Learners to 	Field makers, field, bean bags, ropes, <ul style="list-style-type: none"> • Digital devices such as smart mobile phones 		

				Obey rules when punting for own and others safety	is used	observe rules as they punt and play games	• Video clip of a soccer game when punting is in use		
	3	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand, the learner should be able to: name the parts of the body that are used for dribbling	Which directions can you dribble easily?	Learners answer questions on the parts of the body that are used for dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
	4	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand, the learner should be able to: name the parts of the body that are used for dribbling	Which directions can you dribble easily?	Learners answer questions on the parts of the body that are used for dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
	5	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: dribble in different ways for coordination, strength and balance	Which part of the body is used for dribbling?	Learners to watch a video clip on a soccer game where the ball is being dribbled • Learners to	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart		

						practice dribbling in different ways by: – dribbling in different directions such as forward, to the right and left	phones • Video clip of a soccer games where the dribbling is being used		
4	1	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: dribble in different ways for coordination, strength and balance	Which part of the body is used for dribbling?	Learners to watch a video clip on a soccer game where the ball is being dribbled • Learners to practice dribbling in different ways by: – dribbling in different pathways such as circular, straight, zigzag and circles – dribble objects to varying distances such as near, far	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
	2	Manipulative skills		By the end of the sub-strand the learner should be able to: dribble in different ways for coordination, strength and balance	Which part of the body is used for dribbling? Name a game where	Learners to watch a video clip on a soccer game where the ball is being dribbled Learners to	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart		

					dribbling used.	practice dribbling in different ways by: -dribbling in different pathways such as circular, straight, zigzag and circles – dribble objects to varying distances such as near, far	phones • Video clip of a soccer games where the dribbling is being used		
	3	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: establish relationships through dribbling for creativity and imagination	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to dribble individually and in groups • Learners to play games that involve dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
	4	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: establish relationships through dribbling for creativity and imagination	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to dribble individually and in groups • Learners to play games that involve dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being		

							used		
	5	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: appreciate dribbling for coordination, strength, balance and self-esteem.	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to dribble individually and in groups • Learners to play games that involve dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
5	1	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: appreciate dribbling for coordination, strength, balance and self-esteem.	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to dribble individually and in groups • Learners to play games that involve dribbling	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used		
	2	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand the learner should be able to: play games that involve dribbling for enjoyment; Obey rules when dribbling for own and others safety.	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to play games that involve dribbling • Observe the rules when dribbling for own and others safety	Field makers, field, bean bags, ropes, • Digital devices such as computers and smartphones • Video clip of a soccer games where dribbling is		

							being used		
	3	Manipulative skills	Manipulative skills: Dribbling	By the end of the sub-strand, the learners should be able to: play games that involve dribbling for enjoyment; g) obey rules when dribbling for own and others safety	Which part of the body is used for dribbling? Name a game where dribbling is used.	Learners to play games that involve dribbling • Observe the rules when dribbling for own and others safety	Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used	Signed questions and practical	
	4	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners 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 • Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P)	Field makers • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used	Signed questions and practical	
	5	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners should be able to: give the meaning of the acronym H.E.L.P as used in swimming for self-awareness	State pool rules that you know	Learners to name floating techniques that they know • Learners to be guided on the meaning of Heat Escape Lessening Postures	Field makers • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used	Signed questions and practical	

						(H.E.L.P)			
6	1	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners should be able to: perform H.E.L.P for self confidence and courage	State pool rules that you know				
	2	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners should be able to: practice H.E.L.P for survival;	State a floating technique that you know.	Learners to watch a video clip of the H.E.L.P in water • Learners to practice H.E.L.P	Field makers • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used	Signed questions and practical	
	3	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners should be able to: practice H.E.L.P for survival;	State a floating technique that you know.	Learners to watch a video clip of the H.E.L.P in water • Learners to practice H.E.L.P	Field makers • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used	Signed questions and practical	
	4	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners 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 such as Huddling with other people in the water lessens the loss of body heat	Field makers • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used	Signed questions and practical	
	5	Swimming	Water safety:	By the end of the sub-	State a floating	Learners to state	Field makers	Signed	

			H.E.L.P	strand, the learners should be able to: make relationships while in water for creativity and imagination;	technique that you know.	the importance of H.E.L.P in water such as Huddle Position in water is good for morale and rescuers can spot a group more easily than an individual	<ul style="list-style-type: none"> • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used 	questions and practical	
7	1	Swimming	Water safety: H.E.L.P	By the end of the sub-strand, the learners should be able to: observe swimming pool rules for own and others safety	State a floating technique that you know.	Learners to observe swimming pool rules for own and others safety	Field makers <ul style="list-style-type: none"> • Digital devices such as computer and smart phones • Video clip of a swimming games where the H.E.L.P is being used 	Signed questions and practical	
	2		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: name the different actions that the arm can make in water for body awareness	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to name the different arm action they can make in water <ul style="list-style-type: none"> • Learners to watch a video clip of the arm action in front crawl in swimming 	Digital devices such as computer and smart phones <ul style="list-style-type: none"> • Video clip of a swimming games where the arm front crawl is used 	Signed questions and practical	
	3		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: name the different actions that the arm can make in water for body awareness	Mention ways in which you can move in water Give the various directions the	Learners to name the different arm action they can make in water <ul style="list-style-type: none"> • Learners to watch a video clip of the arm action 	Digital devices such as computer and smart phones <ul style="list-style-type: none"> • Video clip of a swimming games where the arm 	Signed questions and practical	

					body can move to in water	in front crawl in swimming	front crawl is used		
	4		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: perform the arm action in front crawl in swimming for strength and coordination	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to name the different arm action they can make in water • Learners to watch a video clip of the arm action in front crawl in swimming	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
	5		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: perform the arm action in front crawl in swimming for strength and coordination	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to be guided on performing the arm action in front crawl in swimming • Learners to practicing the arm action in front crawl in swimming	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
8	1		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: practice the arm action in front crawl in swimming for excellence	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to be guided on performing the arm action in front crawl in swimming • Learners to practicing the arm action in front crawl in swimming	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	

	2		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: practice the arm action in front crawl in swimming for excellence	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to be guided on performing the arm action in front crawl in swimming • Learners to practicing the arm action in front crawl in swimming	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
	3		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: appreciate the arm action in front crawl in swimming for self-esteem	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to be guided on performing the arm action in front crawl in swimming • Learners to practicing the arm action in front crawl in swimming	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
	4		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: make relationships in water for courage	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to enjoy playing simple water games • Learners to observe safety rules while performing the arm action in front crawl in swimming and when playing	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	

						water games for safety			
	5		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: make relationships in water for courage	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to enjoy playing simple water games • Learners to observe safety rules while performing the arm action in front crawl in swimming and when playing water games for safety	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
9	1		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: play simple water games for enjoyment	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to enjoy playing simple water games • Learners to observe safety rules while performing the arm action in front crawl in swimming and when playing water games for safety	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
	2		Basic swimming skills: Arm action in water- front	By the end of the sub-strand, the learners should be able to: play simple water games for enjoyment	Mention ways in which you can move in water. Give the	Learners to enjoy playing simple water games • Learners to observe safety	Digital devices such as computer and smart phones • Video clip of a	Signed questions and practical	

			crawl		various directions the body can move to in water	rules while performing the arm action in front crawl in swimming and when playing water games for safety	swimming games where the arm front crawl is used		
	3		Basic swimming skills: Arm action in water- front crawl	By the end of the sub-strand, the learners should be able to: observe safety when performing the arm action in front crawl in swimming for own and others safety	Mention ways in which you can move in water. Give the various directions the body can move to in water	Learners to enjoy playing simple water games • Learners to observe safety rules while performing the arm action in front crawl in swimming and when playing water games for safety	Digital devices such as computer and smart phones • Video clip of a swimming games where the arm front crawl is used	Signed questions and practical	
	4	Swimming	Basic swimming skills: Kicking (Leg action in water) in front crawl	By the end of the sub-strand the learner should be able to: name the different actions that the leg can make in water for body awareness	Name body part used for kicking in water. Mention any floating technique they know	Learners to name the different leg actions they can make in water • Learners to watch a video clip of kicking –leg action in front crawl in swimming		Signed questions and practical	
	5	Swimming	Basic swimming	By the end of the sub-strand the learner	Name body part used for	Learners to name the different leg	Digital devices such as computers	Signed questions	

			skills: Kicking (Leg action in water) in front crawl	should be able to: name the different actions that the leg can make in water for body awareness	kicking in water. Mention any floating technique they know	actions they can make in water • Learners to watch a video clip of kicking –leg action in front crawl in swimming	and smartphones • Video clip of a swimming games the leg kicking in water is being used.	and practical	
10	1	Swimming	Basic swimming skills: 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 coordination	Name body part used for kicking in water. Mention any floating technique they know	Learners to watch a video clip of kicking – leg action in front crawl in swimming • Learners to be guided on performing kicking –leg action in front crawl in swimming	Digital devices such as computers and smartphones • Video clip of a swimming games the leg kicking in water is being used.	Signed questions and practical	
	2	Swimming	Basic swimming skills: 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 coordination	Name body part used for kicking in water. Mention any floating technique they know	Learners to watch a video clip of kicking – leg action in front crawl in swimming • Learners to be guided on performing kicking –leg action in front crawl in	Digital devices such as computers and smartphones • Video clip of a swimming games the leg kicking in water is being used.	Signed questions and practical	

						swimming			
	3	Swimming	Basic swimming skills: 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. Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming • Learners to enjoy playing simple water games	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		
	4	Swimming	Basic swimming skills: 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. Mention any floating technique they know	Learners to practice kicking-leg action in front crawl in swimming • Learners to enjoy playing simple water games	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		
	5	Swimming	Basic swimming skills: 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	Name body part used for kicking in water. 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	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		
11	1	Swimming	Basic swimming skills:	By the end of the sub-strand, the learner should be able to:	Name body part used for kicking in	Learners to observe safety rules while	Digital devices such as computers and smartphones		

			Kicking (Leg action in water) in front crawl	appreciate kicking-leg action in front crawl in swimming for self-esteem	water. Mention any floating technique they know	performing kicking- leg action in front crawl in swimming and when playing water games for safety	• Video clip of a swimming games the leg kicking in water is being used.		
	2	Swimming	Basic swimming skills: 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 courage	Name body part used for kicking in water. 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	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		
	3	Swimming	Basic swimming skills: 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 courage	Name body part used for kicking in water. 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	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		
	4	Swimming	Basic swimming skills: Kicking (Leg action in water) in	By the end of the sub-strand, the learner should be able to: play simple water game for enjoyment; Observe safety when	Name body part used for kicking in water. Mention any floating	Learners to observe safety rules while performing kicking- leg action in front crawl in	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in		

			front crawl	performing kicking – leg action in front crawl in swimming for own and others safety	technique they know	swimming and when playing water games for safety	water is being used.		
	5	Swimming	Basic swimming skills: Kicking (Leg action in water) in front crawl Starfish float	By the end of the sub-strand, the learner should be able to: play simple water game for enjoyment; Observe safety when performing kicking – leg action in front crawl in swimming for own and others safety	Name body part used for kicking in water. Mention any floating technique they know Mention some objects that may float in water. Name animals that live in water	Learners to observe safety rules while performing kicking- leg action in front crawl in swimming and when playing water games for safety	Digital devices such as computers and smart phones • Video clip of a swimming games the leg kicking in water is being used.		