

GRADE TWO
GRADE TWO MOVEMENT SCHEME OF WORK TERM TWO YEAR 2018

WEEK	LESS ON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Basic motor skills	Manipulative skills: Stopping	By the end of the strand the learner should be able to: a) name the parts of the body that are in use when stopping for body awareness,	How can you stop a kicked ball?	Learners to answer questions on the parts of the body that are used for stopping. Learners could be shown video clips of a ball being stopped	Realia charts	1.Observation 2.Oral questions	
	2	Basic motor skills	Manipulative skills: Stopping	By the end of the strand the learner should be able to name the parts of the body that are in use when stopping for body awareness	How can you stop a kicked ball?	Learners to answer questions on the parts of the body that are used for stopping. Learners could be shown video clips of a ball being stopped	Realia Charts	.Observation 2.Oral questions	
	3		Manipulative skills: Stopping	By the end of the strand the learner should be able to watch a video clip on a game of soccer and observe stopping for digital literacy	How can you stop a kicked ball?	Learners could be shown video clips of a ball being stopped	Realia Charts	.Observation 2.Oral questions	
	4		Manipulative skills: Stopping	By the end of the strand the learner should be able to perform stopping in different ways for coordination and balance	How can you stop a kicked ball?	Learners to practice stopping the ball from different directions such as - stop from front, - from the side - stop from the left - stop from the right	Realia charts	Observation	

	5		Manipulative skills: Stopping	By the end of the strand the learner should be able to perform stopping in different ways for coordination and balance	How can you stop a kicked ball?	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia Charts	.Observation 2.Oral questions	
3	1		Manipulative skills: Stopping	By the end of the strand the learner should be able to practice stopping in different ways for coordination, balance and excellence,	How can you stop a kicked ball?	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia Charts	.Observation 2.Oral questions	
	2		Manipulative skills: Stopping	By the end of the strand the learner should be able to practice stopping in different ways for coordination, balance and excellence,	How can you stop a kicked ball?	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia Charts	.Observation 2.Oral questions	
	3		Manipulative skills: Stopping	By the end of the strand the learner should be able to establish relationships through stopping for critical thinking and problem solving	which body parts are used in kicking the ball	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia charts	.Observation 2.Oral questions	
	4		Manipulative skills: Stopping	By the end of the strand the learner should be able to establish relationships through stopping for critical thinking and problem solving	which body parts are used in kicking the ball	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia Charts	.Observation 2.Oral questions	
	5		Manipula	By the end of the	which body parts	Learners to play games	Realia	.Observation	

			tive skills: Stopping	strand the learner should be able to appreciate stopping for, coordination, balance and self-esteem	are used in kicking the ball	using kicking skill. Learners ton observe safety when playing games.	Charts	2.Oral questions	
4	1		Manipulative skills: Stopping	By the end of the strand the learner should be able to make appropriate play items for creativity and imagination	which body parts are used in kicking the ball	Learners to play games using kicking skill. Learners ton observe safety when playing games.	Realia Charts	.Observation 2.Oral questions	
	2		Manipulative skills: Stopping	By the end of the strand the learner should be able to) play games for enjoyment collaboration, and peaceful coexistence	which body parts are used in kicking the ball	Learners to play games using kicking skill.	Realia Charts		
	3		Manipulative skills: Stopping	By the end of the strand the learner should be able to observe rules when playing games for own and others safety	which body parts are used in kicking the ball	Learners ton observe safety when playing games	Realia charts	.Observation 2.Oral questions	
	4	Swimming	Water Safety: Signs of drowning	By the end of the strand the learner should be able to name some items that sink and float in water for floating awareness	Name items that sink in water	Learners to answer questions on items that sink and float in water. Learners to watch a clip of people drowning and role play.	Realia charts	.Observation 2.Oral questions	
	5		Water Safety:	By the end of the strand the learner	Name items that sink in water	Learners to answer questions on items that	Realia charts	.Observation 2.Oral	

			Signs of drowning	should be able to identify a drowning person for rescue		sink and float in water. Learners to watch a clip of people drowning and role play.		questions	
5	1		Water Safety: Signs of drowning	By the end of the strand the learner should be able to identify a drowning person for rescue	Name items that sink in water	Learners to answer questions on items that sink and float in water. Learners to watch a clip of people drowning and role play.	Realia charts	.Observation 2.Oral questions	
	2		Water Safety: Signs of drowning	By the end of the strand the learner should be able to role play a person drowning for rescue awareness	Have you ever seen a person swimming in the river or swimming pool	Learners to answer questions on items that sink and float in water. Learners to watch a clip of people drowning and role play.	Realia charts	.Observation 2.Oral questions	
	3		Water Safety: Signs of drowning	By the end of the strand the learner should be able to play simple water games for creativity, enjoyment and peaceful co-existence	Have you ever seen a person swimming in the river or swimming pool	Learners to answer questions on why a person may get into trouble in water: a person may get into trouble in water because of;	Realia charts	.Observation 2.Oral questions	
	4		Water Safety: Signs of drowning	By the end of the strand the learner should be able to observe pool rules for own and others safety	Have you ever seen a person swimming in the river or swimming pool	learners to obey the swimming pool rules	Realia charts	.Observation 2.Oral questions	

	5		Rescuing a drowning person	By the end of the sub-strand, the learner should name any item that may be used to rescue a drowning person for rescue awareness,	What would you do if you saw a person drowning	Learners to name floating techniques that they know. Learners to name some of the items that can be used to rescue a drowning person	Realia charts	.Observation 2.Oral questions	
6	1		Rescuing a drowning person	By the end of the sub-strand, the learner should name any item that may be used to rescue a drowning person for rescue awareness,	What would you do if you saw a person drowning	Learners to name floating techniques that they know. Learners to name some of the items that can be used to rescue a drowning person	Realia charts	.Observation 2.Oral questions	
	2		Rescuing a drowning person	By the end of the sub-strand, the learner should watch a video clip of a water rescue mission for digital literacy	What would you do if you saw a person drowning	Learners to watch picture or clips of various rescue items that can be thrown to a person who is drowning. Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water	Realia charts	.Observation 2.Oral questions	
	3		Rescuing a drowning person	By the end of the sub-strand, the learner should design homemade rescuing devices for use in rescuing a drowning person	What would you do if you saw a person drowning	Learners to watch picture or clips of various rescue items that can be thrown to a person who is drowning. Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water	Realia charts	.Observation 2.Oral questions	

	4		Rescuing a drowning person	By the end of the sub-strand, the learner should design homemade rescuing devices for use in rescuing a drowning person	What items are used to rescue drowning people from your local environment	Learners to watch picture or clips of various rescue items that can be thrown to a person who is drowning. Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water	Realia charts	.Observation 2.Oral questions	
	5		Rescuing a drowning person	By the end of the sub-strand, the learner should role play rescuing a person who is drowning for safety	What items are used to rescue drowning people from your local environment	Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerrican attached to a short rope at the handle for use, a long rope attached to a one litter plastic bottle, use a small piece of timber and attach a rope to it	Realia charts	.Observation 2.Oral questions	
7	1		Rescuing a drowning person	By the end of the sub-strand, the learner should play simple water games for enjoyment, collaboration and peaceful co-existence	What items are used to rescue drowning people from your local environment	Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerrican attached to a short rope at the handle for use, a long rope attached to a one litter plastic bottle, use a small piece of timber and attach	Realia charts	.Observation 2.Oral questions	

						a rope to it			
	2		Rescuing a drowning person	By the end of the sub-strand, the learner should observe caution while near water bodies for own and others safety	What items are used to rescue drowning people from your local environment	Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerrican attached to a short rope at the handle for use, a long rope attached to a one litter plastic bottle, use a small piece of timber and attach a rope to it	Realia charts	.Observation 2.Oral questions	
	3		Treading water	By the end of the sub-strand, the learner should be able to: explore the different ways of moving in water for water-confidence	state some pool rules	Learners to answer question on ways of moving in water.	Realia charts	.Observation 2.Oral questions	
	4		Treading water	By the end of the sub-strand, the learner should be able to: explore the different ways of moving in water for water-confidence	state some pool rules	Learners to answer question on ways of moving in water.	Realia charts	.Observation 2.Oral questions	
	5		Treading	By the end of the sub-	state some pool	Learners to watch video	Realia	.Observation	

			water	strand, the learner should be able to watch a video clip of people treading water for digital literacy, :	rules	clips of people treading water	charts	2.Oral questions	
8	1		Treading water	By the end of the sub-strand, the learner should be able to: perform treading water for endurance, buoyance and for self-esteem	state some pool rules	Learners to practice treading water individually and in groups	Realia charts	.Observation 2.Oral questions	
	2		Treading water	By the end of the sub-strand, the learner should be able to: perform treading water for endurance, buoyance and for self-esteem	state some pool rules	Learners to practice treading water individually and in groups	Realia charts	.Observation 2.Oral questions	
	3		Treading water	By the end of the sub-strand, the learner should be able to: practice treading water for endurance, buoyance and for creativity	state some pool rules	Learners to practice treading water individually and in groups	Realia charts	.Observation 2.Oral questions	
	4		Treading water	By the end of the sub-strand, the learner	Mention the parts of the body that	Learners to practice treading water individually	Realia charts	.Observation 2.Oral	

				should be able to: practice treading water for endurance, buoyance and for creativity	are used for treading	and in groups		questions	
	5		Treading water	By the end of the sub- strand, the learner should be able to: appreciate treading water for endurance and buoyance	Mention the parts of the body that are used for treading	Learners to play water games while treading.	Realia charts	.Observation 2.Oral questions	
9	1		Treading water	By the end of the sub- strand, the learner should be able to: establish relationships through while treading water for creativit	Mention the parts of the body that are used for treading <small>infoskenya@gmail.com</small>	Learners to play water games while treading	Realia charts	.Observation 2.Oral questions	
	2		Treading water	By the end of the sub- strand, the learner should be able to: establish relationships through while treading water for creativit	Mention the parts of the body that are used for treading	Learners to play water games while treading	Realia charts	.Observation 2.Oral questions	
	3		Treading water	By the end of the sub- strand, the learner should be able to: play simple water games for enjoyment, collaboration and peaceful co-existence	Mention the parts of the body that are used for treading	Learners to play water games while treading	Realia charts	.Observation 2.Oral questions	

	4-5		Treading water	By the end of the sub-strand, the learner should be able to: obey pool rules for own and others safety	Mention the parts of the body that are used for treading	Observe pool rules safety.	Realia charts	.Observation 2.Oral questions	
10	1		swimming skills:	By the end of the sub-strand the learner should be able to: name some objects that may float in water,	name different positions for floating in water	Learners to name objects that can float in water	Realia charts	.Observation 2.Oral questions	
	2		swimming skills: swimming skills:	By the end of the sub-strand the learner should be able to: name some objects that may float in water,	name different positions for floating in water	Learners to name objects that can float in water	Realia charts	.Observation 2.Oral questions	
	3		swimming skills:	By the end of the sub-strand the learner should be able to: perform the horizontal float technique in water for survival	name different positions for floating in water	Learners individually and in pairs to practice the horizontal float.	Realia charts	.Observation 2.Oral questions	
	4		swimming	By the end of the sub-strand the learner should be able to:	name different positions for floating in water	Learners individually and in pairs to practice the horizontal float.	Realia charts	.Observation 2.Oral questions	

			skills:	perform the horizontal float technique in water for survival					
	5		swimming skills:	By the end of the sub-strand the learner should be able to: practice floating in water using the horizontal float for excellence	name different positions for floating in water	Learners individually and in pairs to practice the horizontal float.	Realia charts	.Observation 2.Oral questions	
11	1		swimming skills:	By the end of the sub-strand the learner should be able to: practice floating in water using the horizontal float for excellence	name different positions for floating in water <small>infosnkenya@gmail.com</small>	Learners individually and in pairs to practice the horizontal float.	Realia charts	.Observation 2.Oral questions	
	2		swimming skills:	By the end of the sub-strand the learner should be able to: appreciate floating on water in different directions using the horizontal float for survival	name different positions for floating in water	Learners to cooperate while playing simple water games. Learners to obey swimming pool rules for safety.	Realia charts	.Observation 2.Oral questions	
	3		swimming skills:	By the end of the sub-strand the learner should be able to: play simple water	name different positions for floating in water	Learners to cooperate while playing simple water games. Learners to obey	Realia charts	.Observation 2.Oral questions	

				games for enjoyment, collaboration and peaceful co-existence		swimming pool rules for safety.			
	4		swimming skills:	By the end of the sub-strand the learner should be able to: play simple water games for enjoyment, collaboration and peaceful co-existence	why is it important to float in water	Learners to cooperate while playing simple water games. Learners to obey swimming pool rules for safety.	Realia charts	.Observation 2.Oral questions	
	5		swimming skills:	By the end of the sub-strand the learner should be able to: obey swimming pool rules for own and others safety	why is it important to float in water	Learners to cooperate while playing simple water games. Learners to obey swimming pool rules for safety.	Realia charts	.Observation 2.Oral questions	
12	1		swimming skills:	By the end of the sub-strand the learner should be able to: obey swimming pool rules for own and others safety	why is it important to float in water	Learners to cooperate while playing simple water games. Learners to obey swimming pool rules for safety.	Realia charts	.Observation 2.Oral questions	
	2		swimming skills:	By the end of the sub-strand the learner should be able to: practice the skill for fun	why is it important to float in water	Learners to cooperate while playing simple water games. Learners to obey swimming pool rules for safety.	Realia charts	.Observation 2.Oral questions	

				By the end of the sub-strand the learner should be able to: a) name some animals that live in water,	Mention ways in which a person can move in water	Learners to name some animals that live in water	Realia charts	.Observation 2.Oral questions	
	3			By the end of the sub-strand the learner should be able to: watch a video clip of people gliding in water for digital literacy	Mention ways in which a person can move in water	Learners to be shown video clips of other learners /people gliding in water	Realia charts	.Observation 2.Oral questions	
	4-5			By the end of the sub-strand the learner should be able to: perform gliding in water for confidence	Mention ways in which a person can move in water <small>infosnkenya@gmail.com</small>	Learners to individually and in groups to practice gliding in water.	Realia charts	.Observation 2.Oral questions	
13&14		CAT	CAT	CAT	CAT	CAT			