**Foundation Movement Activities**

**Grade 3 Scheme of Work**

**Term: Three Year:**

|  |  |  |  |  |  |  |  |  |  |
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| **Wk** | **Lsn** | **Strand** | **Sub-strand** | **Specific learning outcomes** | **Learning Experiences** | **Key inquiry questions** | **Learning resources** | **Assessment** | **Reflection** |
| **1** | **1** |  | Star fish float- and jelly float practice | By the end of the sub-strand the learner should be able to:-a) name some animals that live in waterb) watch a video clip of people floating inwater for digital literacy,c) perform the starfish float in water for survival,d) perform the starfish float in water for self-esteem, courage and confidence, | ▪ Learners to draw the starfish.▪ Learners to watch a video clip of the starfish float in swimming.▪ Learners to be guided on performing starfish float in swimming.▪ Learners to practice starfish float in swimming.▪ Learners to enjoy playing simple water games.▪ Learners to observe rules for safety. | 1. Mention some objectsthat may float in water2. Name animals thatlive in water | Foundation movement, TG Book Grade 3 pg. 131-143pool, space, video clips, life jackets | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Star fish float- individual practice | By the end of the sub-strand the learner should be able to:-a) name some animals that live in waterb) watch a video clip of people floating inwater for digital literacy,c) perform the starfish float in water for survival,d) perform the starfish float in water for self-esteem, courage and confidence, | ▪ Learners to draw the starfish.▪ Learners to watch a video clip of the starfish float in swimming.▪ Learners to be guided on performing starfish float in swimming.▪ Learners to practice starfish float in swimming.▪ Learners to enjoy playing simple water games.▪ Learners to observe rules for safety. | 1. Mention some objectsthat may float in water2. Name animals thatlive in water | Foundation movement, TG Book Grade 3 pg. 131-143pool, space, video clips, life jackets | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | Star fish float | By the end of the sub-strand the learner should be able to: -a) appreciate floating in water using the starfish float for survival,b) play simple water games for creativity, enjoyment and peaceful co-existence,c) obey rules while playing water games for own and others safety. | ▪ Learners to draw the starfish.▪ Learners to watch a video clip of the starfish float in swimming.▪ Learners to be guided on performing starfish float in swimming.▪ Learners to practice starfish float in swimming.▪ Learners to enjoy playing simple water games.▪ Learners to observe rules for safety. | 1. Mention some objectsthat may float in water2. Name animals thatlive in water | Foundation movement, TG Book Grade 3 pg. 131-143pool, space, video clips, life jackets | ObservationDiscussionsPractical experiment |  |
|  | **4** | GYMNASTICS | Static balance: V-balance | By the end of the sub- strand, the learner should be able to:-a) name the parts of the body that are involved in performing the V-balance,b) watch a video clip of peopleperforming the V-balance for digital literacy,c) perform the V-balance for strength, agility, flexibility and coordination,d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, | ▪ Learners to name the parts ofthe body used in performing theV-balance.▪ Learners to watch video clips of the V-balance.▪ Learners to be guided on how to perform the V-balance.▪ Learners to practice the Vbalance individually.▪ Learners to participate inactivities involving the Vbalance.▪ Learners to observe rules when performing balances for safety. | 1. Mention any otherbalance you know2. Name animals thatsometimes stand ontwo legs | Foundation movement, TG Book Grade 3 pg. 144-150Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | V-balance variations | By the end of the sub- strand, the learner should be able to:-a) name the parts of the body that are involved in performing the V-balance,b) watch a video clip of peopleperforming the V-balance for digital literacy,c) perform the V-balance for strength, agility, flexibility and coordination,d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, | ▪ Learners to name the parts ofthe body used in performing theV-balance.▪ Learners to watch video clips of the V-balance.▪ Learners to be guided on how to perform the V-balance.▪ Learners to practice the Vbalance individually.▪ Learners to participate inactivities involving the Vbalance.▪ Learners to observe rules when performing balances for safety. | 1. Mention any otherbalance you know2. Name animals thatsometimes stand ontwo legs | Foundation movement, TG Book Grade 3 pg. 144-150Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **2** | **1** |  | Front support, bean bag catch | By the end of the sub- strand, the learner should be able to:-a) name the parts of the body that are involved in performing the V-balance,b) watch a video clip of peopleperforming the V-balance for digital literacy,c) perform the V-balance for strength, agility, flexibility and coordination,d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, | ▪ Learners to name the parts ofthe body used in performing theV-balance.▪ Learners to watch video clips of the V-balance.▪ Learners to be guided on how to perform the V-balance.▪ Learners to practice the Vbalance individually.▪ Learners to participate inactivities involving the Vbalance.▪ Learners to observe rules when performing balances for safety. | 1. Mention any otherbalance you know2. Name animals thatsometimes stand ontwo legs | Foundation movement, TG Book Grade 3 pg. 144-150Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Partial bent sit up | By the end of the sub- strand, the learner should be able to:-a) name the parts of the body that are involved in performing the V-balance,b) watch a video clip of peopleperforming the V-balance for digital literacy,c) perform the V-balance for strength, agility, flexibility and coordination,d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, | ▪ Learners to name the parts ofthe body used in performing theV-balance.▪ Learners to watch video clips of the V-balance.▪ Learners to be guided on how to perform the V-balance.▪ Learners to practice the Vbalance individually.▪ Learners to participate inactivities involving the Vbalance.▪ Learners to observe rules when performing balances for safety. | 1. Mention any otherbalance you know2. Name animals thatsometimes stand ontwo legs | Foundation movement, TG Book Grade 3 pg. 144-150Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | V-balance | By the end of the sub- strand, the learner should be able to:-a) appreciate performing the V-balance for strength, agility, flexibility, coordination and for self-esteem,b) make relationships when performing the V-balance for creativity and imagination,c) play simple games for creativity, collaboration, enjoyment and peacefulcoexistence,d) obey rules while performing balances for own and others safety. | ▪ Learners to name the parts ofthe body used in performing theV-balance.▪ Learners to watch video clips of the V-balance.▪ Learners to be guided on how to perform the V-balance.▪ Learners to practice the Vbalance individually.▪ Learners to participate inactivities involving the Vbalance.▪ Learners to observe rules when performing balances for safety. | 1. Mention any otherbalance you know2. Name animals thatsometimes stand ontwo legs | Foundation movement, TG Book Grade 3 pg. 144-150Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **4** |  | Dynamic balance: Beam balanceGraceful walk on a line | By the end of the sub- strand, the learner should be able to:-a) watch a video clip of peopleperforming beam balance for digital literacy,b) perform the beam balance forstrength, balance and coordination,c) practice the beam balance forstrength, balance, coordination and excellence,d) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | Walking gracefully along a beam balancing | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **3** | **1** |  | Walking gracefully to the center of the beam | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Dip walk | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | Knee touch | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **4** |  | Beam stand | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | Bear walk, double beam | By the end of the sub- strand, the learner should be able to:-a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **4** | **1** |  | Beam balance walk | By the end of the sub- strand, the learner should be able to: -a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Throw and catch a ball balancing on a beam | By the end of the sub- strand, the learner should be able to: -a) perform the beam balance forstrength, balance and coordination,b) practice the beam balance forstrength, balance, coordination and excellence,c) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | Dynamic balance | By the end of the sub- strand, the learner should be able to: -a) appreciate performing the beam balance for coordination, balance and courage,b) make relationships throughperforming the beam balance forcreativity and imagination,c) play simple games for enjoyment, creativity, collaboration and peaceful coexistenced) obey rules while performing the beam balance for own and others safety | ▪ Learners to name any gymnastic balance they know.▪ Learners to watch video clips of people performing the beambalance.▪ Learners to be guided on how to perform the beam balance.▪ Learners to practice the beambalance individually and ingroups.▪ Learners to participate inactivities involving the beambalance.▪ Observe rules for safety. | 1. Name safety measuresto observe whenperforming gymnasticskills?2. Name some gamesyou can play thatinvolve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **4** |  | Static balance: crab stand | By the end of the sub- strand, thelearner should be able to: -a) watch a video clip on crabs for digital literacy,b) perform the crab stand balance for strength and coordination,c) practice the crab stand balance for strength and coordination,d) appreciate performing the crab stand balance for coordination strength and coordination, | ▪ learners to name gymnasticbalance they know,▪ learners to watch video clips of the crab stand balance,▪ Learners to be guided on how to perform the crab stand balance,▪ Learners to practice the crab stand balance individually and in groups,▪ Learners to participate inactivities involving the crab stand crab stand balance,▪ Observe rules when performing balances for safety | 1. Name the body partsused in crab standbalance?2. name animals that haveeight legs | Foundation movement, TG Book Grade 3 pg. 161-165Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | Static balance: crab stand | By the end of the sub- strand, thelearner should be able to: -a) make relationships whenperforming the crab stand balancefor creativity and imagination,b) play simple games for enjoyment,creativity, collaboration andpeaceful coexistence,c) obey rules while performing the crab stand balance for own and others safety, | ▪ learners to name gymnasticbalance they know,▪ learners to watch video clips of the crab stand balance,▪ Learners to be guided on how to perform the crab stand balance,▪ Learners to practice the crab stand balance individually and in groups,▪ Learners to participate inactivities involving the crab stand crab stand balance,▪ Observe rules when performing balances for safety | 1. Name the body partsused in crab standbalance?2. name animals that haveeight legs | Foundation movement, TG Book Grade 3 pg. 161-165Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **5** | **1** |  | Dynamic balance: Backward roll – back roller | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Back touch | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | Hand clasped backward roll | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **4** |  | Fore arm rock and roll | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | Backward roll with support | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **6** | **1** |  | Backward roll | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **2** |  | Practise backward roll with partner | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **3** |  | Practise combination of rolls | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **4** |  | Practise rolling at different speed | By the end of the sub- strand, the learner should be able to:-a) watch a video clip on peopleperforming the backward roll for digital literacy,b) perform backward roll for strength, balance and coordination,c) practice backward roll for strength, balance, coordination and excellence, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
|  | **5** |  | Practise rolling down a bench | By the end of the sub- strand, the learner should be able to:-a) practice backward roll for strength, balance, coordination and excellence,b) appreciate performing the backward roll for strength, and balance coordination,c) make relationships when performing backward roll for creativity and imagination,d) play simple games for enjoyment, creativity, collaboration and peacefulcoexistence,e) obey rules while performing rolls for own and others safety, | ▪ Learners to mention thegymnastic activities theyknow▪ Learners to watch video clipsof people performing thebackward roll.▪ Learners to be guided on howto perform backward roll.▪ Learners to practice Backwardroll individually and in groups▪ Learners to participate inactivities involving backwardroll.▪ Observe rules whenperforming backward roll forsafety. | 1. Identify games whererolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **7** | **1** |  | Crab walk | By the end of the sub- strand, the learner should be able to:-a) name the parts of the body that are used in performing the crab walk,b) perform crab walk for strength and coordination ,c) practice the crab walk for strength, coordination and excellence,d) appreciate performing crab walk for strength, coordination and excellence,e) make relationships when performing crab walk for creativity and imagination,f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,g) obey rules while performing the crab walk for own and others safety. | ▪ Learners to name the parts of the body that are in use whenperforming crab walk.▪ Learners to name gymnastic balance they know.▪ Learners to watch video clips of crab walk.▪ Learners to perform the crab walk.▪ Learners to practice the crab walk individually.▪ Observe rules when performing crab walk for safety | 1. Which direction iseasier to perform crabwalk?2. How does a rabbitmove? | Foundation movement, TG Book Grade 3 pg. 172-176Mats, markers, bean bags, ropes, benches, video clips | ObservationDiscussionsPractical experiment |  |
| **8** |  |