**Foundation Movement Activities**

**Grade 3 Scheme of Work**

**Term: Three Year:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 water b) watch a video clip of people floating in water 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 objects that may float in water 2. Name animals that live in water | Foundation movement, TG Book Grade 3 pg. 131-143  pool, space, video clips, life jackets | Observation  Discussions  Practical 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 water b) watch a video clip of people floating in water 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 objects that may float in water 2. Name animals that live in water | Foundation movement, TG Book Grade 3 pg. 131-143  pool, space, video clips, life jackets | Observation  Discussions  Practical 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 objects that may float in water 2. Name animals that live in water | Foundation movement, TG Book Grade 3 pg. 131-143  pool, space, video clips, life jackets | Observation  Discussions  Practical 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 people performing 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 of the body used in performing the V-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 V balance individually. ▪ Learners to participate in activities involving the V balance. ▪ Learners to observe rules when performing balances for safety. | 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs | Foundation movement, TG Book Grade 3 pg. 144-150  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 of the body used in performing the V-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 V balance individually. ▪ Learners to participate in activities involving the V balance. ▪ Learners to observe rules when performing balances for safety. | 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs | Foundation movement, TG Book Grade 3 pg. 144-150  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 of the body used in performing the V-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 V balance individually. ▪ Learners to participate in activities involving the V balance. ▪ Learners to observe rules when performing balances for safety. | 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs | Foundation movement, TG Book Grade 3 pg. 144-150  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 of the body used in performing the V-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 V balance individually. ▪ Learners to participate in activities involving the V balance. ▪ Learners to observe rules when performing balances for safety. | 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs | Foundation movement, TG Book Grade 3 pg. 144-150  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 peaceful coexistence, d) obey rules while performing balances for own and others safety. | ▪ Learners to name the parts of the body used in performing the V-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 V balance individually. ▪ Learners to participate in activities involving the V balance. ▪ Learners to observe rules when performing balances for safety. | 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs | Foundation movement, TG Book Grade 3 pg. 144-150  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **4** |  | Dynamic balance: Beam balance  Graceful walk on a line | By the end of the sub- strand, the learner should be able to:- a) watch a video clip of people performing beam balance for digital literacy, b) perform the beam balance for strength, balance and coordination, c) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **2** |  | Dip walk | By the end of the sub- strand, the learner should be able to:- a) perform the beam balance for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **3** |  | Knee touch | By the end of the sub- strand, the learner should be able to:- a) perform the beam balance for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **4** |  | Beam stand | By the end of the sub- strand, the learner should be able to:- a) perform the beam balance for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **5** |  | Bear walk, double beam | By the end of the sub- strand, the learner should be able to:- a) perform the beam balance for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
| **4** | **1** |  | Beam balance walk | By the end of the sub- strand, the learner should be able to: - a) perform the beam balance for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 for strength, balance and coordination, b) practice the beam balance for strength, 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 through performing the beam balance for creativity and imagination,  c) play simple games for enjoyment, creativity, collaboration and peaceful coexistence 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 beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. | 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing? | Foundation movement, TG Book Grade 3 pg. 151-160  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **4** |  | Static balance: crab stand | By the end of the sub- strand, the learner 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 gymnastic balance 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 in activities involving the crab stand crab stand balance, ▪ Observe rules when performing balances for safety | 1. Name the body parts used in crab stand balance? 2. name animals that have eight legs | Foundation movement, TG Book Grade 3 pg. 161-165  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **5** |  | Static balance: crab stand | By the end of the sub- strand, the learner should be able to: -  a) make relationships when performing the crab stand balance for creativity and imagination, b) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,  c) obey rules while performing the crab stand balance for own and others safety, | ▪ learners to name gymnastic balance 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 in activities involving the crab stand crab stand balance, ▪ Observe rules when performing balances for safety | 1. Name the body parts used in crab stand balance? 2. name animals that have eight legs | Foundation movement, TG Book Grade 3 pg. 161-165  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
|  | **2** |  | Back touch | By the end of the sub- strand, the learner should be able to:- a) watch a video clip on people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
| **6** | **1** |  | Backward roll | By the end of the sub- strand, the learner should be able to:- a) watch a video clip on people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 people performing 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 the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 peaceful coexistence,  e) obey rules while performing rolls for own and others safety, | ▪ Learners to mention the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. | 1. Identify games where rolling is used. | Foundation movement, TG Book Grade 3 pg. 166-171  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical 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 when performing 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 is easier to perform crab walk? 2. How does a rabbit move? | Foundation movement, TG Book Grade 3 pg. 172-176  Mats, markers, bean bags, ropes, benches, video clips | Observation  Discussions  Practical experiment |  |
| **8** |  | | | | | | | | |