

GARDE 2 MOVEMENT/P.E ACTIVITIES

TERM ONE SCHEME OF WORK

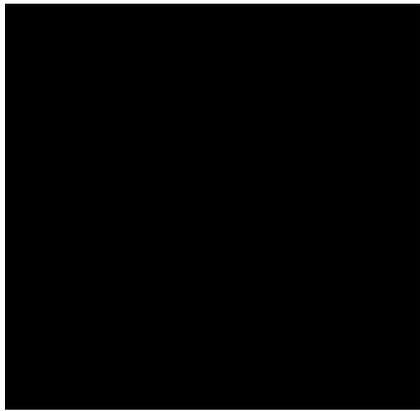
SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR

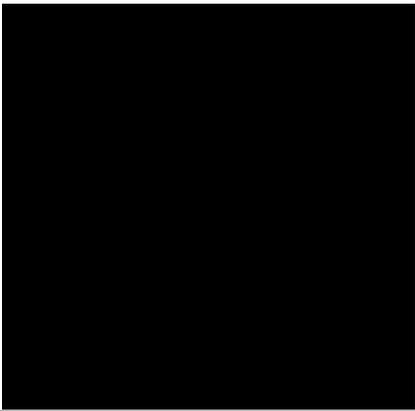
WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1-5								
2	1	1.0 Basic motor skills	Locomotor skills: Hopping- Hop on one foot	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when hopping for body awareness, b) perform hopping in different ways for strength, coordination, endurance, balance and space awareness,	<ul style="list-style-type: none"> ❖ 1 Which animals hop? ❖ How many times can you hop on the same spot? ❖ How many different ways can you hop? 	Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis). <ul style="list-style-type: none"> ▪ Learners could watch video clips of other learners performing the hop skill o Hop in different directions - forward, - backward, - to the right - to the left	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15	1.Observation 2.Oral questions	
2			Hopping- Partner hop in different directions	By the end of the sub-strand, the learner should be able to: c) name the parts of the body that are in use when hopping for body awareness, d) perform hopping in different ways for strength, coordination, endurance, balance and space awareness,	<ul style="list-style-type: none"> ❖ Who is your partner? ❖ In how many ways can you hop with your partner? ❖ What else can you do while hopping? 	Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis). <ul style="list-style-type: none"> ▪ Learners could watch video clips of other learners performing the hop skill o Hop in different directions - forward,	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15	1.Observation 2.Oral questions	

1	1.0 Basic motor skills	Locomotor skills: Hopping-Pattern Hopping	By the end of the sub-strand, the learner should be able to: a. name the parts of the body that are in use when hopping for body awareness, b. watch a video clip on grasshoppers hopping for digital literacy, , .	<ul style="list-style-type: none"> ❖ 1 How many patterns can you make as you hop? ❖ How high and low can you hop? ❖ At what speeds can you hop? 	Hop in different levels - low - medium - high -	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15	.Observation 2.Oral questions	
2		Hopping-Hopping Relay	By the end of the sub-strand, the learner should be able to: a. perform hopping in different ways for strength, coordination, endurance, balance and space awareness, b. practice hopping in different ways for strength, coordination, endurance, balance and excellence	<ul style="list-style-type: none"> • How fast can you hop? • At what varying speeds and steps can you hop? • In which directions can you change as you hop? 	Hop in different levels - low - medium high	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15	.Observation 2.Oral questions	

3		Hopping-Step-hop-to the beats	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> perform hopping in different ways for strength, coordination, endurance, balance and space awareness, practice hopping in different ways for strength, coordination, endurance, balance and excellence 	<ul style="list-style-type: none"> How fast can you hop? At what varying speeds and steps can you hop? In which directions can you change as you hop? 	<p>Hop in different levels</p> <ul style="list-style-type: none"> - low - medium - high <ul style="list-style-type: none"> Learners hop in varying levels and make shapes such as: - square - circle - rectangle - wavy lines <p style="text-align: center;">triangles</p>	<p>Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15</p>	.Observation 2.Oral questions	
4		Hopping-Step-Hooked leg hop	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> perform hopping in different ways for strength, coordination, endurance, balance and space awareness, practice hopping in different ways for strength, coordination, endurance, balance and excellence 	<ul style="list-style-type: none"> How easy is it to hop with your leg hooked to your partner's leg? 	<p>Hop in different pathways</p> <ul style="list-style-type: none"> - circular - straight - curved zigzag 	<p>Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15</p>	Observation 2.Oral questions	
5		Hopping-Hopping with arms flinging backwards	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> establish relationships through hopping for critical thinking and problem, appreciate hopping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, play simple games for enjoyment, 	<ul style="list-style-type: none"> What else can you do as you hop? 	<p>Learners establish relationships such mirroring, under, on, over, though, round and beside.</p> <ul style="list-style-type: none"> Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. Learners to leap making a combination of levels, pathways. Learners to obey rules as they leap and play games 	<p>Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15</p>	Observation 2.Oral questions	

			collaboration, and peaceful coexistence, d. observe rules when playing games for own and others safety				
4	1	1.2 Locomotor skills: Hopping- Hopscotch	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when leaping for body awareness, b) watch a video clip of the leaping skill for digital literacy,	❖ What else can you do as you hop?	Learners establish relationships such as mirroring, under, on, over, though, round and beside. ▪ Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. ▪ Learners to leap making a combination of levels, pathways. ▪ Learners to obey rules as they leap and play games	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation movement activities Teachers guide Grade 2 pg. 1-15	Observation 2.Oral questions Observation
	2	Leaping- High leap-drop	By the end of the lesson, the learner should be able to • Name the parts of the body that are in use when leaping for body awareness • Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence	❖ How does one leap high then drop low to land softly? ❖ How can you run and then leap high into the air?		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation

3		Leaping- Leap over the stream	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Name the parts of the body that are in use when leaping for body awareness Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence 	<ul style="list-style-type: none"> ❖ How fast can you leap forward? ❖ What items can you leap over on the ground? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation	
4		Leaping- Leap from a log	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence Establish relationship through leaping 	<ul style="list-style-type: none"> ❖ How high can you leap off a log? ❖ What is the best way to land from a high leap? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation	
5		Leaping- Leap over two streams	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence Establish relationship through leaping 	<ul style="list-style-type: none"> ❖ What things can you leap high over? ❖ How can you land safely after leaping high? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation	

5	1	Leaping- Free leaping	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence <p>Establish relationship through leaping</p>	<ul style="list-style-type: none"> In which different ways can you leap? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>
	2	Leaping- Running leap	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence <p>Establish relationship through leaping</p>	<ul style="list-style-type: none"> How does one land after leaping high? How does one leap high and turn in the air and land lightly? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>
	3	Leaping- Leap into series of hoop	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Perform leaping in different ways for strength, co-ordination, endurance, balance, space awareness and excellence <p>Establish relationship through leaping</p>	<ul style="list-style-type: none"> How many hoops can you leap into? How fast can you leap into hoops? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>

4		Leaping- Leaping relay	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Appreciate leaping for strength, co-ordination, balance and self-esteem Make appropriate play items for creativity and imagination 	<ul style="list-style-type: none"> ❖ What is a relay race? ❖ When do you leap with long strides? ❖ How fast can you leap? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation
5		Leaping- Circular leaping	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Appreciate leaping for strength, co-ordination, balance and self-esteem <p>Make appropriate play items for creativity and imagination</p>	<ul style="list-style-type: none"> ❖ Which shapes can you make while leaping? ❖ How can you leap round a circular form? 		Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of learners leaping Foundation movement activities Teachers guide Grade 2 pg. 16-33	Observation 2.Oral questions Observation
6	1	Jumping for distance- Standing broad jump	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) watch a video clip on triple jump for digital literacy,</p>	<ul style="list-style-type: none"> ❖ When can you jump forward? ❖ How far can you move in one jump? 	Learners to answer questions on the parts of the body that are use when jumping for distance. <ul style="list-style-type: none"> ▪ Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. ▪ learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> o jumping in different directions such as forward, backward, to the right and left 	Field markers, field, bean bags, ropes, hoops and Coloured bands. Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	Observation 2.Oral questions Observation
	2	Jumping for distance- Jump forward into hoops	<p>By the end of the sub-strand, the learner should be able to:</p>	<ul style="list-style-type: none"> ❖ How do you jump 	learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> o jumping in different directions such as forward, backward, to the right and left 	Field markers, field, bean bags, ropes, hoops and Coloured bands.	Observation 2.Oral questions Observation

			<p>a. perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>b. practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,</p>	<p>forward or backward?</p>		<p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>		
3		Jumping for distance- Over the stick into the hoops	<p>By the end of the sub-strand, the learner should be able to:</p> <p>c. perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>d. practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,</p>	<p>❖ Describe how you can jump forward over the stick and into the hoops?</p> <p>❖ How fast can you jump?</p>	<p>learners to be guided on jumping in different ways by:</p> <ul style="list-style-type: none"> o jumping in different directions such as forward, backward, to the right and left 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>	
4		Jumping for distance- Jumping the stream	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>b. establish relationships through jumping for distance for critical</p>	<p>❖ How often do you jump when playing?</p> <p>❖ Who jumps the furthest?</p>	<p>learners to be guided on jumping in different ways by:</p> <ul style="list-style-type: none"> o jumping in different directions such as forward, backward, to the right and left o jumping in different pathways such as circular, straight, curved and zigzag 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers</p>	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>	

			thinking and problem solving, c. appreciate jumping for distance for strength, coordination, balance and self-esteem,			guide Grade 2 pg. 34-49	
5		Jumping for distance- Forward jump like a frog	By the end of the sub-strand, the learner should be able to: d. practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence, e. establish relationships through jumping for distance for critical thinking and problem solving, f. appreciate jumping for distance for strength, coordination, balance and self-esteem,	❖ How often do you jump when playing? ❖ Who jumps the furthest?	learners to be guided on jumping in different ways by: o jumping in different directions such as forward, backward, to the right and left o jumping in different pathways such as circular, straight, curved and zigzag	Field markers, field, bean bags, ropes, hoops and Coloured bands. Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	Observation 2.Oral questions Observation

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HALF TERM

8	1	Jumping for distance- run-jump over marked space with support	By the end of the sub-strand, the learner should be able to: g. practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence, h. establish relationships through jumping for distance for critical thinking and problem solving,	❖ How do you jump with two other learners? ❖ What can you do with your legs while you jump?	learners to be guided on jumping in different ways by: o jumping in different directions such as forward, backward, to the right and left o jumping in different pathways such as circular, straight, curved and zigzag	Field markers, field, bean bags, ropes, hoops and Coloured bands. Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	Observation 2.Oral questions Observation
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				i. appreciate jumping for distance for strength, coordination, balance and self-esteem,				
2		Jumping for distance- Hop, Step and jump	By the end of the lesson the learner should be able to: A. establish relationships through jumping for distance for critical thinking and problem solving, B. appreciate jumping for distance for strength, coordination, balance and self-esteem, C. make appropriate play items for creativity and imagination, D. play games for enjoyment, collaboration, and	❖ What do you do after hop and step? ❖ With whom can you hop, step and jump?	o jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through	Field markers, field, bean bags, ropes, hoops and Coloured bands. Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	Observation 2.Oral questions Observation	
3		Jumping for distance- Run fast and broad jump	By the end of the lesson the learner should be able to: E. establish relationships through jumping for distance for critical thinking and problem solving, F. appreciate jumping for distance for strength, coordination, balance and self-esteem, G. make appropriate play items for creativity and imagination, play games for enjoyment, collaboration, and	❖ How far or wide can you run and jump?	o jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through	Field markers, field, bean bags, ropes, hoops and Coloured bands. Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	Observation 2.Oral questions Observation	
4		Jumping for distance- broad jump with a partner	By the end of the lesson the learner should be able to: H. establish relationships through jumping for	❖ Who can you jump forward? ❖ How easy is it to jump	o jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities:	Field markers, field, bean bags, ropes, hoops and Coloured bands.	Observation 2.Oral questions Observation	

			<p>distance for critical thinking and problem solving,</p> <p>I. appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>J. make appropriate play items for creativity and imagination, play games for enjoyment, collaboration, and</p>	<p>forward with a partner?</p>	<ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through 	<p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	
5		<p>Jumping for distance- Run fast and broad jump</p>	<p>By the end of the lesson the learner should be able to:</p> <p>a. establish relationships through jumping for distance for critical thinking and problem solving,</p> <p>b. appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>c. make appropriate play items for creativity and imagination, play games for enjoyment, collaboration, and</p>	<p>❖ How far or wide can you jump?</p>	<ul style="list-style-type: none"> o jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>
9	1	<p>Jumping for distance- Jump the sack</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>b. make appropriate play items for creativity and imagination,</p> <p>c. play games for enjoyment, collaboration, and peaceful coexistence,</p>	<p>❖ How far or wide can you jump?</p> <p>❖</p>	<ul style="list-style-type: none"> ❖ jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> ❖ jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>

				d. observe the rules when playing games for own and others safety		<ul style="list-style-type: none"> ▪ the learners to establish relationships such mirroring ,under, on ,over, through 			
2		Jumping for distance- Jump off the bench	<p>By the end of the sub-strand, the learner should be able to:</p> <p>e. appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>f. make appropriate play items for creativity and imagination,</p> <p>g. play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>h. observe the rules when playing games for own and others safety</p>	<ul style="list-style-type: none"> ❖ When did you jump from a bench? ❖ How do you feel after jumping from a bench? 	<ul style="list-style-type: none"> ❖ jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> ❖ jump and form the letters of the alphabet such as L, I, T, S among others <ul style="list-style-type: none"> o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	Observation	2.Oral questions	Observation
3		Jumping for distance- jump in and over rope shapes	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>b. make appropriate play items for creativity and imagination,</p> <p>c. play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>d. observe the rules when playing games for own and others safety</p>	<ul style="list-style-type: none"> ❖ Which shapes can you make with your ropes? ❖ Which shape is easy or difficult to jump into? 	<ul style="list-style-type: none"> ❖ jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> ❖ jump and form the letters of the alphabet such as L, I, T, S among others <ul style="list-style-type: none"> o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of learners or athletes performing the long jump.</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 34-49</p>	Observation	2.Oral questions	Observation
4		Jumping for distance- jump longer than your height	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. appreciate jumping for distance for strength,</p>	<ul style="list-style-type: none"> ❖ How far can you jump? ❖ When do you like jumping? 	<ul style="list-style-type: none"> ❖ jumping using varying speed such as slowly fast and faster ▪ Learners to practice jumping for distance using the following suggested physical activities: 	<p>Field markers, field, bean bags, ropes, hoops and Coloured bands.</p>	Observation	2.Oral questions	Observation

			<p>coordination, balance and self-esteem,</p> <p>b. make appropriate play items for creativity and imagination,</p> <p>c. play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>d. observe the rules when playing games for own and others safety</p>		<ul style="list-style-type: none"> ❖ jump and form the letters of the alphabet such as L, I, T, S among others <ul style="list-style-type: none"> o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through 	Digital devices such as computers and mobile phones Video clip of learners or athletes performing the long jump. Foundation movement activities Teachers guide Grade 2 pg. 34-49	
	5	Pulling and Pushing- pulling and pushing imaginary objects	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) watch a video clip on pulling and pushing activities for digital literacy, b) perform pulling and pushing in different ways for coordination, strength, and endurance,</p>	<ul style="list-style-type: none"> ❖ What can you pull or push in an upwards? ❖ Which parts of your body do you use when pulling and pushing? 	<p>Learners to watch videos clips or picture cut outs of people pulling and pushing.</p> <p>Learners to practice pulling and pushing using the following suggested physical activities:</p> <ul style="list-style-type: none"> o Four learners to hold a rope two on either side and pull each other o learners push and pull each other into different directions (forward, 	Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	Observation 2.Oral questions Observation
10	1	Pulling and Pushing- pull and push- with clasped hands	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) watch a video clip on pulling and pushing activities for digital literacy, b) perform pulling and pushing in different ways for coordination, strength, and endurance,</p>	<ul style="list-style-type: none"> ❖ Which parts of your body are used to push and you partner? ❖ How hard can you pull or push? ❖ Which one do you difficult to do, pulling or pushing with clasped hands? 	<p>Learners to watch videos clips or picture cut outs of people pulling and pushing.</p> <p>Learners to practice pulling and pushing using the following suggested physical activities:</p> <ul style="list-style-type: none"> o Four learners to hold a rope two on either side and pull each other o learners push and pull each other into different directions (forward, 	Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	Observation 2.Oral questions Observation
	2	Pulling and Pushing- push and pull the	<p>By the end of the sub strand, the learner should be able to:</p>	<ul style="list-style-type: none"> ❖ What can you push while you 	<p>learners push and pull in different levels (high, medium, low)</p> <ul style="list-style-type: none"> o learners push and pull at different speed (slow, fast, faster) 	Field markers, field, bean bags, and ropes	Observation 2.Oral questions Observation

		body in lying position	b) perform pulling and pushing in different ways for coordination, strength, and endurance, c) practice pulling and pushing for strength, coordination, balance and self-esteem, establish relationships through	<ul style="list-style-type: none"> ❖ are lying down? ❖ What can you pull while lying down? 	Learners obey rules when playing games for safety	Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	
3		Pulling and Pushing-Pushing contest	By the end of the sub strand, the learner should be able to: b) perform pulling and pushing in different ways for coordination, strength, and endurance, d) practice pulling and pushing for strength, coordination, balance and self-esteem, establish relationships through	<ul style="list-style-type: none"> ❖ When did you push a partner? ❖ How difficult or easy it to push a partner? 	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	Observation 2.Oral questions Observation
4		Pulling and Pushing-Obstinate mule/Donkey	By the end of the sub strand, the learner should be able to: a. appreciate pulling and pushing for strength, endurance and self-awareness, b. play games for enjoyment, collaboration , and peaceful coexistence, c. Observe rules when pulling and pushing for own and others safety.	<ul style="list-style-type: none"> ❖ How can you resist being pulled from kneeling position? ❖ How can you pull a partner who is in a kneeling position? 	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	Observation 2.Oral questions Observation
5		Pulling and Pushing-Rocking the dummy	By the end of the sub strand, the learner should be able to: a. appreciate pulling and pushing for strength, endurance and self-awareness,	<ul style="list-style-type: none"> ❖ How fast can you push a person between you and your partner? ❖ How easy or difficult is it, to 	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling	Observation 2.Oral questions Observation

				<p>b. play games for enjoyment, collaboration , and peaceful coexistence,</p> <p>c. Observe rules when pulling and pushing for own and others safety.</p>	push a person between two partners?		Foundation movement activities Teachers guide Grade 2 pg. 50-66			
11	1		Pulling and Pushing- Arm curl up	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. appreciate pulling and pushing for strength, endurance and self-awareness,</p> <p>b. play games for enjoyment, collaboration , and peaceful coexistence,</p> <p>c. Observe rules when pulling and pushing for own and others safety.</p>	<p>❖ Who is your partner?</p> <p>❖ What happens when you join hands with partner and push them up or down?</p>	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of people pushing and pulling</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation	2.Oral questions	Observation
	2		Pulling and Pushing- One hand tug-of-war	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. appreciate pulling and pushing for strength, endurance and self-awareness,</p> <p>b. play games for enjoyment, collaboration , and peaceful coexistence,</p> <p>c. Observe rules when pulling and pushing for own and others safety.</p>	<p>❖ How far can you pull your partner with one hand?</p> <p>❖ How far can your partner pull you?</p>	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of people pushing and pulling</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation	2.Oral questions	Observation
	3		Pulling and Pushing- Back to back push	<p>By the end of the sub strand, the learner should be able to:</p>	<p>❖ How far can you push your partner with</p>	<p>learners push and pull in different levels (high, medium, low) ○</p>	<p>Field markers, field, bean bags, and ropes</p>	Observation	2.Oral questions	

			<p>d. appreciate pulling and pushing for strength, endurance and self-awareness,</p> <p>e. play games for enjoyment, collaboration , and peaceful coexistence,</p> <p>f. Observe rules when pulling and pushing for own and others safety.</p>	<p>your back with your elbows locked?</p> <p>❖ How far can your partner push you?</p>	<p>learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Digital devices such as computers and mobile phones</p> <p>Video clip of people pushing and pulling</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation	
4		Pulling and Pushing- pulling contest or poison ring	<p>By the end of the sub strand,</p> <p>a. perform pulling and pushing in different ways for coordination, strength, and endurance,</p> <p>b. practice pulling and pushing for strength, coordination, balance and self-esteem,</p> <p>c. establish relationships through</p>	<p>❖ What is a “poison” ring?</p> <p>❖ How do you play the “poison” ring?</p>	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of people pushing and pulling</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation 2.Oral questions Observation	
5		Pulling and Pushing- Pole climbing competition	<p>By the end of the sub strand,</p> <p>A. perform pulling and pushing in different ways for coordination, strength, and endurance,</p> <p>B. practice pulling and pushing for strength, coordination, balance and self-esteem,</p> <p>C. establish relationships through</p>	<p>❖ How do you pull yourself up a rope?</p> <p>❖ How easy or difficult is it to pull yourself up the rope?</p>	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of people pushing and pulling</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation 2.Oral questions Observation	
12	1	Pulling and Pushing- Tug-of-war	<p>By the end of the sub strand,</p> <p>a. perform pulling and pushing in different ways for coordination, strength, and endurance,</p>	<p>❖ What do you enjoy in a tug-of-war?</p> <p>❖ How did your team perform?</p>	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p>	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p>	Observation 2.Oral questions Observation	

			<ul style="list-style-type: none"> b. practice pulling and pushing for strength, coordination, balance and self-esteem, c. establish relationships through 		Learners obey rules when playing games for safety	Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66	
2		Pulling and Pushing- pushing objects with different parts of the body	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. appreciate pulling and pushing for strength, endurance and self-awareness, b. play games for enjoyment, collaboration , and peaceful coexistence, c. Observe rules when pulling and pushing for own and others safety. 	<ul style="list-style-type: none"> ❖ Which different parts of the body can you push an object with? ❖ Which part of the body do you find difficult to push objects with? 	<p>learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster)</p> <p>Learners obey rules when playing games for safety</p>	<p>Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of people pushing and pulling Foundation movement activities Teachers guide Grade 2 pg. 50-66</p>	Observation 2.Oral questions Observation
3		Turning- trunk turning	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) watch a video clip of animals playing and turning for digital literacy, b) perform turning in different ways for agility and self-awareness, 	<ul style="list-style-type: none"> ❖ How many parts of your body can you turn while standing? ❖ How fast can you turn? 	<ul style="list-style-type: none"> ○ Learners to turn to different directions such as right, left ○ Learners to make, quarter turns, half turns and complete turns (360%) ○ Learners lie on the ground on their back and then turn onto their stomach ○ learners turn using varying levels (low, medium and high) to a given direction ○ learners to pair up and turn to each other as they give a high five <ul style="list-style-type: none"> ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 	<p>Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones Video clip of animals turning for example the donkeys, dog’s cats and lions Foundation movement activities Teachers guide Grade 2 pg. 67-76</p>	Observation 2.Oral questions Observation
4		Turning- jump and turn side-to-side/stepping over and	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> c) practice turning in different ways for 	<ul style="list-style-type: none"> ❖ Which parts of the body touch the ground when you lie 	<ul style="list-style-type: none"> ❖ Learners to turn to different directions such as right, left ○ Learners to make, quarter turns, half turns and complete turns (360%) ○ Learners lie 	<p>Field markers, field, bean bags, and ropes Digital devices such as computers and mobile phones</p>	Observation 2.Oral questions Observation

			<p>turning under the stick</p> <p>agility and space awareness,</p> <p>d) establish relationships through turning for creativity,</p> <p>e) appreciate turning for agility and self-awareness,</p>	<p>on the ground and face up?</p> <p>❖ Which parts of the body can you turn?</p>	<p>on the ground on their back and then turn onto their stomach</p> <p>❖ learners turn using varying levels (low, medium and high) to a given direction</p> <p>❖ learners to pair up and turn to each other as they give a high five</p> <ul style="list-style-type: none"> ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 	<p>Video clip of animals turning for example the donkeys, dog's cats and lions</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 67-76</p>		
5		<p>Turning-hip/head/trunk turning, arms swinging backwards</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>f) practice turning in different ways for agility and space awareness,</p> <p>g) establish relationships through turning for creativity,</p> <p>h) appreciate turning for agility and self-awareness,</p>	<p>❖ Which parts of the body touch the ground when you lie on the ground and face up?</p> <p>❖ Which parts of the body can you turn?</p>	<p>❖ Learners to turn to different directions such as right, left</p> <p>o Learners to make, quarter turns, half turns and complete turns (360%)</p> <p>o Learners lie on the ground on their back and then turn onto their stomach</p> <p>❖ learners turn using varying levels (low, medium and high) to a given direction</p> <p>❖ learners to pair up and turn to each other as they give a high five</p> <ul style="list-style-type: none"> ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 	<p>Field markers, field, bean bags, and ropes</p> <p>Digital devices such as computers and mobile phones</p> <p>Video clip of animals turning for example the donkeys, dog's cats and lions</p> <p>Foundation movement activities Teachers guide Grade 2 pg. 67-76</p>	<p>Observation</p> <p>2.Oral questions</p> <p>Observation</p>	
13-14	<h2>ASSESSMENT/CLOSING</h2>							