

CREATIVE ARTS SCHEMES OF WORK GRADE 2

NAME OF THE TEACHER: _____

SCHOOL: _____ TERM: _____ YEAR: _____

Week	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	CREATING AND EXECUTING	Hopping •Directions	By the end of the lesson, the learner should be able to: a) identify different directions of hopping for space awareness, b) Observe pictures on the different directions of hopping. c) appreciate hopping in different directions for fitness.	Why is hopping activity important as a physical activity?	The learner is guided to: •Tell the different directions of hopping.	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 •Directions	By the end of the lesson, the learner should be able to: a) identify different directions of hopping for space awareness, b) Observe pictures on the different directions of hopping. c) appreciate hopping in different directions for fitness.	Why is hopping activity important as a physical activity?	The learner is guided to: •Tell the different directions of hopping.	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	
	3		Hopping •Directions (forward)	By the end of the lesson, the learner should be able to: a) Describe how to hop forwards b) Demonstrate	Why is hopping activity important as a physical	The learner is guided to: •hop and talk about different directions of hopping for fitness, •demonstrate hopping in different	Sufficient filed, ropes, canes Balls, hoops Lime/whitewash/chalk dust Foundation	1. Observation 2. Oral questions	

				hopping in forward direction c) appreciate hopping in different directions for fitness.	activity?	directions and forming patterns with peers,	movement activities Teachers guide Grade 2 pg. 1-15		

