

YEAR PLAN FOR TOP CLASS (5-6 YEARS) 2019

| Learning Area | Learning Outcome | Major Competence | Specific Competence | References | Term I | Term II | Term III |
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| Learning Area 1 Relating With Others in an Acceptable way | Learning Outcome (i) Identifying, taking interest in and observing people around me | I can show acceptable behavior to people in my immediate environment e.g. parents, guardians and care givers. | <ul style="list-style-type: none"> I can role play acceptable behavior using appropriate language to respond appropriately according to culture, making requests, extending sympathy apologizing, responding appropriately when called inquiring about things, practicing good health habits, taking turns, obeying and following rules, asking for permission and telling the truth about the people I play and work with at home and at the learning center. I can play games that show good behavior. I can play imaginary situations with others. | Learning Frame Work Pg 14 | * | * | |
| | | I can tell good and bad behavior. | <ul style="list-style-type: none"> I can tell stories depicting good and bad behavior. Picture talk | | * | * | * |
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| | | | <ul style="list-style-type: none"> • I can sing songs about good behavior. • I can dramatize from stories about good behavior. | | | | * |
| | Learning Outcome (ii) Identifying people who protect and take care of me and how they do it. | I can explain how people protect and take care of me | <ul style="list-style-type: none"> • I can name and talk about roles of different people who protect and care for me e.g. teachers, police, nurses, doctors, secretaries, gate keepers. • I can draw pictures of people who protect and take care of me. • I can mention things given or provided to me for protection. • I can talk about pictures I have drawn. • I can imitate how people protect and care for me. • I can tell stories about people who care for me. • I can listen and retell stories about people who protect me and how they do it. | Learning Frame Work Pg 16 | * | * | * |
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| | | | <ul style="list-style-type: none"> I can answer questions about people who protect and care for me. | | | | |
| | | I can describe people of my family. | <ul style="list-style-type: none"> I can mention the names and their relationship e.g. brother, sister, mother, father, uncle, cousin, grandmother, grandfather | | | * | |
| | Learning Outcome (iii) Sharing with and taking care of other people | I can actively participate in group activities. | <ul style="list-style-type: none"> I can role play about joining others in different situations like sadness, happiness, etc. I can read picture stories. I can work on projects e.g. poultry, watering plants etc. I can play group games. I can practice waiting for my turn. | Learning Frame Work Pg 17 | * | * | * * * |
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| Learning area 2 Interacting With, Exploring Knowing and Using My Environment | Learning Outcome(i) Exploring and knowing my immediate Environment | I can care and value my environment. | <ul style="list-style-type: none"> I can practice in cleanliness in the environment e.g. throwing waste in dust bins and sorting waste. I can talk about ways of how to avoid dangers in the environment. | Learning Frame Work Pg 21 | * | * | * |

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| | | | <ul style="list-style-type: none"> • I can care for the people, animals, birds, insects and other things. • I can imitate animals/ birds feeding and caring for their young ones, animal movement. • I can plant, watering plants, caring for seedlings and plants. • I can tell news about the things in the environment e.g. what I saw on my way coming to school. • I can draw things and name them in my immediate environment. • I can sing and recite simple compositions about the environment. | | <p>*</p> <p>*</p> <p>*</p> <p>*</p> | <p>*</p> <p>*</p> | <p>*</p> <p>*</p> <p>*</p> <p>*</p> |
| | | I can experiment with things in the environment. | <ul style="list-style-type: none"> • I can name things in my environment- soil, stones, air and water. • I can collect and group things according to their types. | | <p>*</p> <p>*</p> | <p>*</p> | |

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| | | | <ul style="list-style-type: none"> • I can outline the uses of things in the environment. E.g. clay for modeling. • I can name things that fly in the air, e.g. birds, aeroplane, butterflies, mosquitoes, kites, and grasshopper. • I can talk about things that live in water, eg. fish, frogs, plants and worms. • I can describe how rain water is collected. • I can talk about what happens on wet and dry days. | | * | * | * | * |
| | Learning Outcome (ii) Knowing and appreciating important places in my environment. | I can make use of the important places and things responsibly. | <ul style="list-style-type: none"> • I can talk about importance of different places e.g. police station for security, hospital/clinics for health, school for learning, church for spiritual guidance. • Naming people who are found in the important places mentioned and the work they do, e.g. teacher teaches children at school. | Learning Frame Work Pg 22 | * * | | * | |

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| | | | <ul style="list-style-type: none"> • I can role play about activities done at the different places mentioned above. • I can carry out educational visits to the mentioned places. • I can tell stories and news about important places. | | | | <p>*</p> <p>*</p> |
| | Learning Outcome (iii) Knowing how to keep and take care of the environment. | I can communicate to people about a clean environment. | <ul style="list-style-type: none"> • I can identify different people I live with at home, at the learning center and in the environment. • I can sing songs and recite rhymes, poems for as regards a clean environment. • I can draw, color and model cleaning things used to clean the environment. • I can practice tidying up the environment after use. | Learning Frame Work Pg 23 | <p>*</p> <p>*</p> <p>*</p> | <p>*</p> <p>*</p> | <p>*</p> <p>*</p> <p>*</p> |
| | Learning Outcome (iv) Identifying dangers in my environment | I can keep my environment clean from dangerous things. | <ul style="list-style-type: none"> • I can role play about sweeping, mopping the house. • I can practice digging around the home | Learning Frame Work Pg 25 | <p>*</p> | | <p>*</p> <p>*</p> |

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| | and taking precaution. | | <ul style="list-style-type: none"> • I can practice digging in the flower gardens • I can practice proper disposal of waste. • I can practice keeping order in the home by tidying up my toys after using them. | | | | * * |
| | | I can guard against dangerous things in my environment. | <ul style="list-style-type: none"> • I can role play about how to protect myself against dangerous things in the environment. • I can tell stories about dangerous things in the environment. • I can talk about dangerous things in the environment. | | * | * | * |
| | Learning Outcome (v) Experimenting and understanding the concept of movement in the environment (FORCE) | I compare and contrast different kinds of transport in my environment. | <ul style="list-style-type: none"> • I can observe and talk about different ways of transport e.g. road transport using own experiences. • I can identify common means in and around the environment. • I can identify common means in and around the environment. | Learning Frame Work Pg 26 | | | * * * * |

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| | | | <ul style="list-style-type: none"> • I can draw color, model everyday things • I can sing and recite rhymes related to transport/movement. • I can talk about crossing the road, zebra crossings and people who help us. I can talk about different kinds of roads. | | | | * * |
| | Learning Outcome (vi) Creating, appreciating and expressing myself through art work. | I can model things | <ul style="list-style-type: none"> • I can model with clay. • I can model with paper Mache • I can make patterns using rubbings from trees and other things • I can make window hangs • I can make jewelry. | Learning Frame Work Pg 27 | | | * * * * * |
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| Learning Area 3 Taking Care of Myself For Proper Growth And Development. | Learning Outcome (i) Caring for my eyes | I can care for and protect my eyes. | <ul style="list-style-type: none"> • I can listen to talks about how to care and protect eyes. • I can talk about the things that they can do with their eyes e.g. wink, blink, glance, flutter, close, stare, open etc. | Learning Frame Work Pg 30 | * * | * | |

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| | | | <ul style="list-style-type: none"> I can practice washing the eyes. | | | | |
| | Learning Outcome (ii) Caring for my ears. | I can protect and care for my ears. | <ul style="list-style-type: none"> I can talk about how deaf people communicate. Talking about ways of protecting the ears from harm. I play games about protecting my ears from dangers. | Learning Frame Work Pg 31 | * | * | * |
| | Learning Outcome (iii) Using the sense of touching and feeling to describe things and situations. | I can differentiate between textures, temperatures and forms of objects. | <ul style="list-style-type: none"> I can sort objects into different forms e.g. rough and smooth, hard and soft. I can play guessing games. I can water play to differentiate between hot and cold water. I can sort things according to temperature, texture and form. I can play with different textures e.g. soil, flour, sand etc. I can talk about many things that the hands can do. I can sing songs about the uses of hands | Learning Frame Work Pg 32 | * * * * | * * * * | * * * * |

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| | Learning Outcome (iv) Caring for the body. | I can protect and care for my body | <ul style="list-style-type: none"> • I can recite rhymes about the importance of keeping the body clean. • I can talk about the dangers of not protecting our bodies. • I can role play about how to clean my body. • I can talk about the importance of keeping myself clean. • I can practice keeping the body clean. | Learning Frame Work Pg 33 | * | * | * |
| | Learning Outcome (v) Using the sense of smell and caring for the nose. | I can describe bad, good and dangerous things according to their smells | <ul style="list-style-type: none"> • I can listen to and tell stories about effects of good and bad smells. • I can talk about the uses of a nose. • I can talk about how to keep our nose clean and protect it from harm. | Learning Frame Work Pg 34 | * | * | * |
| | Learning Outcome (vi) Using the sense of taste and caring for the mouth. | I can differentiate tastes of foodstuffs. | <ul style="list-style-type: none"> • I can taste different foodstuffs. • I can sort foodstuffs according to their tastes • I can name different tastes. • I draw different foodstuffs. | Learning Frame Work Pg 35 | * | * | * |

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| | Learning Outcome (vii) Identifying and naming different body parts and their uses. | I can confidently describe activities performed by different body parts. | <ul style="list-style-type: none"> I can associate parts of the body and their different functions e.g eyes for seeing, nose for smelling. I can match body parts to their uses. | Learning Frame Work Pg 37 | * | | |
| | | I can name my body parts. | <ul style="list-style-type: none"> I can talk about how many different parts of the body they have e.g. two arms, two eyes, one nose, one neck etc. I can talk about the positions of the different parts of their body. I can draw and fill in the missing parts of the body. | | * | | |
| | Learning Outcome (viii) Having self-concept, confidence and self-esteem. | I can tell my name, my age, and my birth day. | <ul style="list-style-type: none"> I can tell my birth day. I can talk about differences and similarities in appearance between me and other children eg. Height, color. I can make birthday cards for myself and my friends. | Learning Frame Work Pg 38 | | * | * |

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| | | I can express myself. | <ul style="list-style-type: none"> • I can talk about my surroundings e.g. home and school. • I can make simple requests • I can talk about my home, school and my friends. • I can participate in decision making. | | * * * | | |
| | | I can deal with conflicts encountered in play. | <ul style="list-style-type: none"> • I can play group games. • I can share materials in group activities. • I can participate in-group routines. • I can sing and dance together with the winning team. | Learning Frame Work Pg 39 | | | * * * * |
| | Learning Outcome (ix) Using gross and fine motor (large and Small) muscles. | I can perform and respond to various situations with my body. | <ul style="list-style-type: none"> • Threading beads with small holes. • I can tear pieces of paper. • I can twist materials to make ropes and balls. • I can walk on logs. • I can model with clay. • I can play airplanes over the chair (stretch out arms and legs). | Learning Frame Work Pg 40 | | * * * * * | * |

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| | | | <ul style="list-style-type: none"> • I can jump some stretches and heights (long and high). • Walking backwards. • I can run and skip • I can throw and catch a ball • I draw things in my immediate environment. | | * | | * * |
| | Learning Outcome (x) Expressing creativity freely and independently. | I can use available materials within the environment to make something original. | <ul style="list-style-type: none"> • I can make masks • I can draw pictures of myself and my family. • I can model with clay. • I can shred paper, banana-fibers etc. into strips • I can involve in fantasy play. • Praising God through singing, praying and dramatizing for the skill that God gave me • Weaving | Learning Frame Work Pg 41 | | * * | * * * * |
| | Learning Outcome (xi) Keeping healthy and practicing good health habits. | I can keep myself clean. | <ul style="list-style-type: none"> • I can wash my different items e.g. under wear, dress/shirt and feet. • I can practice cleaning different parts of my body e.g. eyes, ears, mouth. | Learning Frame Work Pg 43 | * * * | * * * | * * |

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| | | | <ul style="list-style-type: none"> I can practice good toilet habits. | | | | |
| | | I can tell the importance of a balanced diet. | <ul style="list-style-type: none"> I can explain what a balanced diet is I can name different foods in the environment. I can talk about different types of foods. I can talk about foods that make up a balanced diet. | | * | * | * |
| | Learning Outcome (xii) Keeping safe and avoiding accidents. | I can respond to safety rules. | <ul style="list-style-type: none"> I can dramatize and practice road safety rules. I can talk about safety rules. | | * | | * |
| | | I am sensitive to dangerous things e.g. snake bites, poison, sharp objects and road accidents | <ul style="list-style-type: none"> I can talk about first aid and what should be done to common accidents. I can sing songs about dangerous things. I can draw and name dangerous things in the environment. | Learning Frame Work Pg 44 | * | * | * |

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| | Learning Outcome (xiii) Knowing and relating with God and His creation. | I can show love and care for God's creation. | <ul style="list-style-type: none"> • I can play with pets. • I can play with young children. • I can care for domestic animals • I can practice sharing with others. | Learning Frame Work Pg 45 | | | * * * * |
| | | I can practice religious practices. | <ul style="list-style-type: none"> • I can listen and re-tell stories • I can listen to religious instruction and teaching. • I can take leading role in prayers • I can participate in praying and praising God • I can dramatize religious events. • I can name places of worship. | | * | * | * * * * |
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| Learning Area 4 Developing and Using Mathematical Concepts in My day to day Experiences. | Learning Outcome (i) Surveying, knowing and distinguishing attributes of objects | I can classify things. | <ul style="list-style-type: none"> • I can name things according to shape and use. • I can separate sets of things. • I can compare objects of different sets. • I can follow directions (alone and or as a member of the group or team) to move or | Learning Frame Work Pg 48 | * * * | * * * * | * * |

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| | | | <p>place self within classroom e.g. at front or back.</p> <ul style="list-style-type: none"> • I can describe one three-dimensional object in relation to another e.g. in front of behind. • I can draw shapes. • I can fill in missing parts. | | | | <p>*</p> <p>*</p> |
| | <p>Learning Outcome (ii) Comparing things according to different attributes.</p> | <p>I can show relations among things in serial order</p> | <ul style="list-style-type: none"> • I can compare and sort objects into two groups based on a particular criterion. E.g. big/small, tall/short, hard/soft. • I can arrange things into three groups along some dimensions and describing the relationship. E.g. the longest one, the shortest one. • Arranging things into three groups along some dimension and describing the relations; big, bigger, biggest. Long, longer, longest. | <p>Learning Frame Work Pg 49</p> | | | <p>*</p> <p>*</p> <p>*</p> |

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| | Learning Outcome (iii) Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can recognize numerals 1-20 | <ul style="list-style-type: none"> • I can rote counting up to 20. • I can count objects 1-20 (one to one correspondence) • I can read and write number symbols 1-20 • I can match number symbols to objects. • I can count forwards and backwards. • Ordering and comparing collections of objects using words. | Learning Frame Work Pg 52 | * | * | * | * |
| | | I can add things up to 10 | <ul style="list-style-type: none"> • I can combine things to form sets. • A can add things up to 10 | | | | * | * |
| | | I can perform activities involving take away. | <ul style="list-style-type: none"> • I can give numbers coming before and after. • I can find missing numbers • I can find the differences after take away. | | * | * | * | * |
| | | I can count and add take away things up to 20 | <ul style="list-style-type: none"> • I can count • I can add • I can take away. | | | | * | * |

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| | Learning Outcome (iv) Using appropriate measuring units, instruments and formulas in a variety of contexts. | I can describe positions, distances and directions. | <ul style="list-style-type: none"> • I can respond to instructions. • I can describe positions using the vocabulary i.e. near, far, in and out. • I can play games showing the positions | Learning Frame Work Pg 53 | | | * * |
| | | I can compare and order things. | <ul style="list-style-type: none"> • I can work using concrete materials to compare and order objects using appropriate vocabulary to describe: mass: light, heavy, heavier; capacity: empty, full, less than, more than; length: longer, shorter, wider, tall, and short. | | | | * |
| | Learning Outcome (v) Understanding and using the concept of time. | I can tell time/ days, of the week, months, and special days. | <ul style="list-style-type: none"> • I can show time on a clock face. • I can name the days of the week. • I can talk about special days. | Learning Frame Work Pg 55 | | * | * * |

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| | | | <ul style="list-style-type: none"> • I can role play about different activities, events and special days. • I can draw clock face • I can use a calendar to tell days of the week and months of the year. | | | | * * |
| | Learning Outcome (vi) Understanding the concept of space. | Representing objects in space and interpret interpretations spatial relationship | <ul style="list-style-type: none"> • I can identify objects from one of its parts. • I can identify and represent the order of objects in space. • Interpreting representations of spatial relationships in pictures and drawing. • Distinguishing and describing shapes. | Learning Frame Work Pg 56 | * | * | * |
| | Learning Outcome (vii) Recognizing, describing and using money. | I can tell the value of money. | <ul style="list-style-type: none"> • I can use right vocabulary e.g. give change. • I can tell the value of money (knowing the amount of notes or coins). • I can relate the amount of commodities that money can buy. • I can play games related to buying and selling. | Learning Frame Work Pg 57 | * * | * * | * * |

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| | | | <ul style="list-style-type: none"> I can draw money I can collect items for our toy shop. | | * | * | |
| | Learning Outcome (viii) Recognizing, and creating number patterns. | I can make number patterns | <ul style="list-style-type: none"> I can make number patterns using objects and pictures e.g. $2+2=4$, $4+2=6$ | Learning Frame Work Pg 58 | | | * |
| | Learning Outcome (ix) Representing and interpreting information in pictorial form. | I can collect objects according to stated features. | <ul style="list-style-type: none"> I can collect objects in the environment according to stated features e.g. collecting different shapes, leaves and objects. I can sort physical objects according to different attributes (property) e.g. shapes, objects, colors etc. | Learning Frame Work Pg 60 | | | * * |
| | | I can record my collected data. | <ul style="list-style-type: none"> I can draw pictures and pasting them. I can draw pictures as records of collected objects. I count objects collected. | | * | * | * |
| | | I can tell the difference in things I see. | <ul style="list-style-type: none"> I can answer oral questions based on own pictures | | * | | |

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| | | | <ul style="list-style-type: none"> I can answer questions on own-sorted objects e.g. which has the most? | | * | * | |
| Learning Area5 Developing and Using My Language Appropriately. | Learning Outcome (i) Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can identify sounds made in the environment. | <ul style="list-style-type: none"> I can name sources of sounds. I can imitate the sounds made in the environment I can show the direction of sound. Doing the actions of the sources of sound e.g. moo and talking like a cow. Answering questions about sources of sounds; what sounds do the following make? Cow, dogs, goats etc. I can match animals to their sounds. | Learning Frame Work Pg 62 | * | * | * |
| | | I can respond to instructions and commands | <ul style="list-style-type: none"> I can follow three direction instructions e.g. go to the house, look under the table and bring the basket. I can acknowledge commands e.g. here is the knife | | * | * | * |

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| | | | <ul style="list-style-type: none"> • I can carry messages appropriately. • I can draw and write. | | | * | |
| | | I can differentiate between sounds | <ul style="list-style-type: none"> • I can identify people by their voices. • I can identify objects and animals by their sounds • I can make words with similar sounds at the beginning or ending e.g. cup, car, cat, pen, hen, man, and moon. • I can make sounds of letters of the alphabet. • Giving meaningful words that rhyme with words sound e.g. sss for snake. • Identifying odd man out in sounds e.g. top, up, cup. • I can match sounds to pictures and words. | | | * | * |
| | | I can associate sounds with letters | <ul style="list-style-type: none"> • I can blend together individual sounds of letters • I can match letters that are similar • Matching letters with sounds | | | * | |

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| | | | <ul style="list-style-type: none"> • I can read simple common words • I can make words using sounds • Matching pictures with words. | | | * * * |
| | | I can re-tell stories. | <ul style="list-style-type: none"> • Listening to stories and answering questions about them. • I can dramatize parts from a story. • I can follow directions given by others. | | * | * * |
| | Learning Outcome (ii) Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations | I can use my language confidently | <ul style="list-style-type: none"> • I can tell stories about people at home e.g. mothers, sisters, brothers • Dramatizing home/school/community situations e.g. cooking, school learning and wedding. • I can say tongue twisters. • I can carry out imaginary stories • Seeking for meaning of new words | Learning Frame Work Pg 65 | * * | * * * |

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| | Learning Outcome (iii) Reading to enjoy, acquire knowledge and understanding (compression). | I can read simple words and sentences. | <ul style="list-style-type: none"> • Reading words around my environment. • Matching words to pictures. • Matching sentences to pictures. • Reading simple stories. • Recognizing familiar words such as names of common objects, places and actions, • Reading one's own dictated or written story. | Learning Frame Work Pg 66 | * * | * | * * * |
| | Writing different kinds of factual and imaginative tasks, depicting appropriate letter-formation, creativity and writing skills. | I can write letters and words | <ul style="list-style-type: none"> • I can copy different letter shapes • I can thread beads. • I can write stories about personally meaningful experiences. Expressing my ideas and feelings. • I can use phonics to spell words. • Writing simple information such as name, address e.tc. | Learning Frame Work Pg 67 | | * | * * * |

TERMLY PLAN FOR TOP CLASS (5-6 YEARS) 2018 TERM I

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| Learning Area | Learning outcome | Major competence | Specific competence | Reference | Weeks | | | | | | | Remarks |
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| Learning Area 1 Relating With Others in an Acceptable way | Learning Outcome (i) Identifying, taking interest in and observing people around me | I can show acceptable behavior to people in my immediate environment e.g. parents, guardians and care givers. | <ul style="list-style-type: none"> I can role play acceptable behavior using appropriate language to respond appropriately according to culture, making requests, extending sympathy apologizing, responding appropriately when called inquiring about things, practicing good health habits, taking turns, obeying and following rules, asking for permission and telling the truth about the people I play and work with at home and at the learning center. | Learning Frame Work Pg 14 | O R I E N T A T I O N | * | * | * | * | * | | E V A L U A T I O N |

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| | | I can tell good and bad behavior. | <ul style="list-style-type: none"> I can tell stories depicting good and bad behavior. I can sing songs about good behavior. | | | | * | * | * | * | | |
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| | Learning Outcome (ii) Identifying people who protect and take care of me and how they do it. | I can explain how people protect and take care of me | <ul style="list-style-type: none"> I can name and talk about roles of different people who protect and care for me e.g. teachers, police, nurses, doctors, secretaries, gate keepers. I can draw pictures of people who protect and take care of me. I can mention things given or provided to me for protection. | Learning Frame Work Pg 16 | | * | * | * | * | * | | |
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| | Learning Outcome | I can actively | <ul style="list-style-type: none"> I can practice waiting for my turn. | Learning Frame | | * | * | * | * | * | | |

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| | (iii) sharing with and taking care of other people. | participate in group activities. | | Work Pg 17 | | * | | | | | | |
| | | | | | | | | | | | | |
| Learning area 2 Interacting With, Exploring Knowing and Using My Environment | Learning Outcome(i) Exploring and knowing my immediate Environment | I can care and value my environment. | <ul style="list-style-type: none"> I can practice in cleanliness in the environment e.g. throwing waste in dust bins and sorting waste. I can imitate animals/ birds feeding and caring for their young ones, animal movement. I can tell news about the things in the environment e.g. what I saw on my way coming to school. I can name things in my environment- soil, stones, air and water. | Learning Frame Work Pg 21 | | | * | * | * | * | | |
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| | Learning Outcome (iii) Knowing how to keep and take care of the environment. | I can communicate to people about a clean environment. | <ul style="list-style-type: none"> I can identify different people I live with at home, at the learning center and in the environment. I can sing songs and recite rhymes, poems for as regards a clean environment. I can draw, color and model cleaning things used to clean the environment. | Learning Framework Pg 23 | | * | * | * | | | | |
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| | | | | | | * | * | * | * | * | | |
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| | Learning Outcome (iv) | I can keep my environment clean | <ul style="list-style-type: none"> I can role play about sweeping, mopping the house. | Learning Framework Pg 25 | | | * | * | * | * | | |

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| | Identifying dangers in my environment and taking precaution. | from dangerous things. | | | | | | | | | | |
| | | I can guard against dangerous things in my environment. | <ul style="list-style-type: none"> I can talk about dangerous things in the environment. | | | | * | * | * | | | |
| | | | | | | | | | | | | |
| Learning Area 3 Taking Care of Myself For Proper Growth | Learning Outcome (i) Caring for my eyes | I can care for and protect my eyes. | <ul style="list-style-type: none"> I can listen to talks about how to care and protect eyes. I can practice washing the eyes. | Learning Frame Work Pg 30 | | * | * | * | | | | |
| | | | | | | * | * | * | * | * | | |

| And Developm ent. | | | | | | | | | | | | |
|-------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--|---|---|---|---|---|--|--|
| | Learning Outcome (ii) Caring for my ears. | I can protect and care for my ears. | <ul style="list-style-type: none"> Talking about ways of protecting the ears from harm. | Learnin g Frame Work Pg 31 | | * | * | * | * | * | | |
| | Learning Outcome (iii) Using the sense of touching and feeling to describe things and situations. | I can differentiate between textures, temperatures and forms of objects. | <ul style="list-style-type: none"> I can sort objects into different forms e.g. rough and smooth, hard and soft. I can play guessing games. I can talk about many things that the hands can do. I can sing songs about the uses of hands | Learnin g Frame Work Pg 32 | | * | * | * | | | | |
| | Learning Outcome (iv) | I can protect and care for my body | <ul style="list-style-type: none"> I can recite rhymes about the importance of keeping the body clean. | Learnin g Frame Work Pg 33 | | * | * | * | * | * | | |

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|--|-----------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|---|---|---|---|---|--|--|
| | Caring for the body. | | <ul style="list-style-type: none"> I can talk about the importance of keeping myself clean. I can practice keeping the body clean. | | | * | * | * | * | * | | |
| | Learning Outcome (v) Using the sense of smell and caring for the nose. | I can describe bad, good and dangerous things according to their smells | <ul style="list-style-type: none"> I can talk about the uses of a nose. I can talk about how to keep our nose clean and protect it from harm. | Learning Frame Work Pg 34 | | * | * | * | | | | |
| | Learning Outcome (vi) Using the sense of taste and caring for the mouth. | I can differentiate tastes of foodstuffs. | <ul style="list-style-type: none"> I can sort foodstuffs according to their tastes I can name different tastes. | Learning Frame Work Pg 36 | | | * | * | * | | | |
| | Learning Outcome (vii) | I can confidently describe | <ul style="list-style-type: none"> I can associate parts of the body and their | Learning Frame Work | | * | * | * | | | | |

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| | Identifying and naming different body parts and their uses. | activities performed by different body parts. | <p>different functions e.g eyes for seeing, nose for smelling.</p> <ul style="list-style-type: none"> I can match body parts to their uses. | Pg 37 | | | | * | * | * | | |
| | | I can name my body parts. | <ul style="list-style-type: none"> I can talk about how many different parts of the body they have e.g. two arms, two eyes, one nose, one neck etc. I can talk about the positions of the different parts of their body. I can draw and fill in the missing parts of the body. | | | * | * | | | | | |
| | Learning Outcome (viii) Having self-concept, | I can express myself. | <ul style="list-style-type: none"> I can talk about my surroundings e.g. home and school. I can make simple requests | Learning Frame Work Pg 38 | | * | * | * | | | | |

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| | confidence and self-esteem. | | <ul style="list-style-type: none"> I can talk about my home, school and my friends. I can participate in decision making. | | | * | * | * | | | | |
| | Learning Outcome (ix) Using gross and fine motor (large and Small) muscles. | I can perform and respond to various situations with my body. | <ul style="list-style-type: none"> I draw things in my immediate environment. | Learning Frame Work Pg 40 | | * | * | * | * | * | | |
| | Learning Outcome (xi) Keeping healthy and practicing good health habits. | I can keep myself clean. | <ul style="list-style-type: none"> I can wash my different items e.g. under wear, dress/shirt and feet. I can practice cleaning different parts of my body e.g. eyes, ears, mouth. I can practice good toilet habits. | Learning Frame Work Pg 43 | | | * | * | * | | | |
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| | | I can tell the importance of a balanced diet. | <ul style="list-style-type: none"> I can name different foods in the environment. I can talk about different types of foods. | | | | * | * | * | | | |
| | | I am sensitive to dangerous things e.g. snake bites, poison, sharp objects and road accidents | <ul style="list-style-type: none"> I can sing songs about dangerous things. I can draw and name dangerous things in the environment. | Learning Frame Work Pg 44 | | * | * | * | * | * | | |
| | Learning Outcome (xiii) Knowing and relating | I can practice religious practices. | <ul style="list-style-type: none"> I can listen and re-tell stories I can participate in praying and praising God | Learning Frame Work Pg 45 | | * | * | * | * | * | | |

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| | with God and His creation. | | <ul style="list-style-type: none"> I can dramatize religious events. I can name places of worship. | | | | | * | * | * | | |
| | | | <ul style="list-style-type: none"> | | | | | | | | | |
| Learning Area 4 Developing and Using Mathematical Concepts in My day to day Experiences. | Learning Outcome (i) Surveying, knowing and distinguishing attributes of objects | I can classify things. | <ul style="list-style-type: none"> I can pair and match things. I can sort and match sets I can distinguish between sets. I can draw shapes. I can fill in missing parts. | Learning Frame Work Pg 48 | | | * | * | * | | | |
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| | | | | | | * | * | * | * | | | |
| | Learning Outcome (iii) Recognizing, describing | I can recognize numerals 1-20 | <ul style="list-style-type: none"> I can rote counting up to 20. I can count objects 1-20 (one to one correspondence) | Learning Frame Work Pg 50 | | * | * | * | * | * | | |
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| | and representing numbers and their relationships and solving mathematical problems with competence and confidence. | | | | | | | | | | | |
| | | I can perform activities involving take away. | <ul style="list-style-type: none"> I can give numbers coming before and after. I can find missing numbers | | | | * | * | * | | | |
| | Learning Outcome (vi) | Representing objects in space and | <ul style="list-style-type: none"> I can identify objects from one of its parts. | Learning Frame Work Pg 56 | | | * | * | * | | | |

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| | Understand the concept of space. | interpret interpretations spatial relationship | | | | | | | | | | |
| | Learning Outcome (vii) Recognizing, describing and using money. | I can tell the value of money. | <ul style="list-style-type: none"> I can use right vocabulary e.g. give change. I can tell the value of money (knowing the amount of notes or coins. I can relate the amount of commodities that money can buy. I can draw money | Learning Frame Work Pg 57 | | | | | | | | |
| | | I can record my collected data. | <ul style="list-style-type: none"> I count objects collected. | | | * | * | * | | | | |
| | | I can tell the difference | <ul style="list-style-type: none"> I can answer oral questions based on own pictures | | | | * | * | * | * | | |

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| | | in things I see. | <ul style="list-style-type: none"> I can answer questions on own-sorted objects e.g. which has the most? | | | * | * | * | | | | |
| | | | | | | | | | | | | |
| Learning Area5 Developing and Using My Language Appropriately. | Learning Outcome (i) Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can identify sounds made in the environment. | <ul style="list-style-type: none"> I can name sources of sounds. I can show the direction of sound. I can follow three direction instructions e.g. go to the house, look under the table and bring the basket. I can acknowledge commands e.g. here is the knife | | | * | * | | | | | |
| | | I can differentiate | <ul style="list-style-type: none"> I can make sounds of letters of the alphabet. | | | * | * | * | | | | |
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| | | e between sounds | <ul style="list-style-type: none"> Giving meaningful words that rhyme with words sound e.g. sss for snake. Identifying odd man out in sounds e.g. top, up, cup. I can match sounds to pictures and words. | | | | | * | * | * | | | | |
| | | I can associate sounds with letters | <ul style="list-style-type: none"> I can match letters that are similar Matching letters with sounds | | | * | * | | | | | | | |
| | Learning Outcome (iii) Reading to enjoy, acquire knowledge and understanding (compression). | I can read simple words and sentences. | <ul style="list-style-type: none"> Matching words to pictures. Matching sentences to pictures. | | | * | * | | * | * | | | | |

TERMLY PLAN FOR TOP CLASS (5-6 YEARS) 2018 TERM II

TERM

TWO

SCHEME OF WK.

| Learning Area | Learning outcome | Major competence | Specific competence | Reference | Weeks | | | | | | | Remarks |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------|-----|-----|-----|-----|-------|----|------------------------------------------------|
| | | | | | 1 | 1/3 | 4/5 | 6/7 | 8/9 | 10/11 | 12 | |
| Learning Area 1 Relating With Others in an Acceptable way | Learning Outcome (i) Identifying, taking interest in and observing people around me | I can show acceptable behavior to people in my immediate environment e.g. parents, guardians and care givers. | <ul style="list-style-type: none"> I can role play acceptable behavior using appropriate language to respond appropriately according to culture, making requests, extending sympathy apologizing, responding appropriately when called inquiring about things, practicing good health habits, taking turns, obeying and following rules, asking for permission and telling the truth about the people I play and work with at home and at the learning center. | Learning Frame Work Pg 14 | O R I E N T A T I O N | * | * | * | * | * | | E V A L U A T I O N |

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| | | I can tell good and bad behavior. | <ul style="list-style-type: none"> I can tell stories depicting good and bad behavior. I can sing songs about good behavior. | | | | * | * | * | * | | |
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| | Learning Outcome (ii) Identifying people who protect and take care of me and how they do it. | I can explain how people protect and take care of me | <ul style="list-style-type: none"> I can name and talk about roles of different people who protect and care for me e.g. teachers, police, nurses, doctors, secretaries, gate keepers. I can draw pictures of people who protect and take care of me. I can mention things given or provided to me for protection. | Learning Frame Work Pg 16 | | * | * | * | * | * | | |
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| | Learning Outcome | I can actively | <ul style="list-style-type: none"> I can practice waiting for my turn. | Learning Frame | | * | * | * | * | * | | |
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| | (iii) sharing with and taking care of other people. | participate in group activities. | | Work Pg 17 | | * | | | | | | |
| | | | | | | | | | | | | |
| Learning area 2 Interacting With, Exploring Knowing and Using My Environment | Learning Outcome(i) Exploring and knowing my immediate Environment | I can care and value my environment. | <ul style="list-style-type: none"> I can practice in cleanliness in the environment e.g. throwing waste in dust bins and sorting waste. I can imitate animals/ birds feeding and caring for their young ones, animal movement. I can tell news about the things in the environment e.g. what I saw on my way coming to school. I can name things in my environment- soil, stones, air and water. | Learning Frame Work Pg 21 | | | * | * | * | * | | |
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| | | | | | | | | | | | | |
| | Learning Outcome (iii) Knowing how to keep and take care of the environment. | I can communicate to people about a clean environment. | <ul style="list-style-type: none"> I can identify different people I live with at home, at the learning center and in the environment. I can sing songs and recite rhymes, poems for as regards a clean environment. I can draw, color and model cleaning things used to clean the environment. | Learning Framework Pg 23 | | * | * | * | | | | |
| | | | | | | * | * | * | * | * | | |
| | | | | | | * | * | * | | | | |
| | Learning Outcome (iv) | I can keep my environment clean | <ul style="list-style-type: none"> I can role play about sweeping, mopping the house. | Learning Framework Pg 25 | | | * | * | * | * | | |

| And Developm ent. | | | | | | | | | | | | |
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| | Learning Outcome (ii) Caring for my ears. | I can protect and care for my ears. | <ul style="list-style-type: none"> Talking about ways of protecting the ears from harm. | Learnin g Frame Work Pg 31 | | * | * | * | * | * | | |
| | Learning Outcome (iii) Using the sense of touching and feeling to describe things and situations. | I can differentiate between textures, temperatures and forms of objects. | <ul style="list-style-type: none"> I can sort objects into different forms e.g. rough and smooth, hard and soft. I can play guessing games. I can talk about many things that the hands can do. I can sing songs about the uses of hands | Learnin g Frame Work Pg 32 | | * | * | * | | | | |
| | Learning Outcome (iv) | I can protect and care for my body | <ul style="list-style-type: none"> I can recite rhymes about the importance of keeping the body clean. | Learnin g Frame Work Pg 33 | | * | * | * | * | * | | |

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| | Caring for the body. | | <ul style="list-style-type: none"> I can talk about the importance of keeping myself clean. I can practice keeping the body clean. | | | * | * | * | * | * | | |
| | Learning Outcome (v) Using the sense of smell and caring for the nose. | I can describe bad, good and dangerous things according to their smells | <ul style="list-style-type: none"> I can talk about the uses of a nose. I can talk about how to keep our nose clean and protect it from harm. | Learning Frame Work Pg 34 | | * | * | * | | | | |
| | Learning Outcome (vi) Using the sense of taste and caring for the mouth. | I can differentiate tastes of foodstuffs. | <ul style="list-style-type: none"> I can sort foodstuffs according to their tastes I can name different tastes. | Learning Frame Work Pg 36 | | | * | * | * | | | |
| | Learning Outcome (vii) | I can confidently describe | <ul style="list-style-type: none"> I can associate parts of the body and their | Learning Frame Work | | * | * | * | | | | |

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|--|-------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|---|---|---|---|---|--|--|
| | Identifying and naming different body parts and their uses. | activities performed by different body parts. | <p>different functions e.g eyes for seeing, nose for smelling.</p> <ul style="list-style-type: none"> I can match body parts to their uses. | Pg 37 | | | | * | * | * | | |
| | | I can name my body parts. | <ul style="list-style-type: none"> I can talk about how many different parts of the body they have e.g. two arms, two eyes, one nose, one neck etc. I can talk about the positions of the different parts of their body. I can draw and fill in the missing parts of the body. | | | * | * | | | | | |
| | Learning Outcome (viii) Having self-concept, | I can express myself. | <ul style="list-style-type: none"> I can talk about my surroundings e.g. home and school. I can make simple requests | Learning Frame Work Pg 38 | | * | * | * | | | | |

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| | confidence and self-esteem. | | <ul style="list-style-type: none"> I can talk about my home, school and my friends. I can participate in decision making. | | | * | * | * | | | | |
| | Learning Outcome (ix) Using gross and fine motor (large and Small) muscles. | I can perform and respond to various situations with my body. | <ul style="list-style-type: none"> I draw things in my immediate environment. | Learning Frame Work Pg 40 | | * | * | * | * | * | | |
| | Learning Outcome (xi) Keeping healthy and practicing good health habits. | I can keep myself clean. | <ul style="list-style-type: none"> I can wash my different items e.g. under wear, dress/shirt and feet. I can practice cleaning different parts of my body e.g. eyes, ears, mouth. I can practice good toilet habits. | Learning Frame Work Pg 43 | | | * | * | * | | | |
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| | | I can tell the importance of a balanced diet. | <ul style="list-style-type: none"> I can name different foods in the environment. I can talk about different types of foods. | | | | * | * | * | | | |
| | | I am sensitive to dangerous things e.g. snake bites, poison, sharp objects and road accidents | <ul style="list-style-type: none"> I can sing songs about dangerous things. I can draw and name dangerous things in the environment. | Learning Frame Work Pg 44 | | * | * | * | * | * | | |
| | Learning Outcome (xiii) Knowing and relating | I can practice religious practices. | <ul style="list-style-type: none"> I can listen and re-tell stories I can participate in praying and praising God | Learning Frame Work Pg 45 | | * | * | * | * | * | | |

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| | with God and His creation. | | <ul style="list-style-type: none"> I can dramatize religious events. I can name places of worship. | | | | | * | * | * | | |
| | | | <ul style="list-style-type: none"> | | | | | | | | | |
| Learning Area 4 Developing and Using Mathematical Concepts in My day to day Experiences. | Learning Outcome (i) Surveying, knowing and distinguishing attributes of objects | I can classify things. | <ul style="list-style-type: none"> I can pair and match things. I can sort and match sets I can distinguish between sets. I can draw shapes. I can fill in missing parts. | Learning Frame Work Pg 48 | | | * | * | * | | | |
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| | | | | | | * | * | * | * | | | |
| | Learning Outcome (iii) Recognizing, describing | I can recognize numerals 1-20 | <ul style="list-style-type: none"> I can rote counting up to 20. I can count objects 1-20 (one to one correspondence) | Learning Frame Work Pg 50 | | * | * | * | * | * | | |
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| | and representing numbers and their relationships and solving mathematical problems with competence and confidence. | | | | | | | | | | | | | | | | | | |
| | | I can perform activities involving take away. | <ul style="list-style-type: none"> I can give numbers coming before and after. I can find missing numbers | | | | | * | * | * | | | | | | | | | |
| | Learning Outcome (vi) | Representing objects in space and | <ul style="list-style-type: none"> I can identify objects from one of its parts. | Learning Frame Work Pg 56 | | | * | * | * | | | | | | | | | | |

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| | Understand the concept of space. | interpret interpretations spatial relationship | | | | | | | | | | |
| | Learning Outcome (vii) Recognizing, describing and using money. | I can tell the value of money. | <ul style="list-style-type: none"> I can use right vocabulary e.g. give change. I can tell the value of money (knowing the amount of notes or coins. I can relate the amount of commodities that money can buy. I can draw money | Learning Frame Work Pg 57 | | | | | | | | |
| | | I can record my collected data. | <ul style="list-style-type: none"> I count objects collected. | | | * | * | * | | | | |
| | | I can tell the difference | <ul style="list-style-type: none"> I can answer oral questions based on own pictures | | | | * | * | * | * | | |

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| | | in things I see. | <ul style="list-style-type: none"> I can answer questions on own-sorted objects e.g. which has the most? | | | * | * | * | | | | |
| | | | | | | | | | | | | |
| Learning Area5 Developing and Using My Language Appropriately. | Learning Outcome (i) Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can identify sounds made in the environment. | <ul style="list-style-type: none"> I can name sources of sounds. I can show the direction of sound. I can follow three direction instructions e.g. go to the house, look under the table and bring the basket. I can acknowledge commands e.g. here is the knife | | | * | * | | | | | |
| | | I can differentiate | <ul style="list-style-type: none"> I can make sounds of letters of the alphabet. | | | * | * | * | | | | |
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| | | e between sounds | <ul style="list-style-type: none"> Giving meaningful words that rhyme with words sound e.g. sss for snake. Identifying odd man out in sounds e.g. top, up, cup. I can match sounds to pictures and words. | | | | | * | * | * | | | | |
| | | I can associate sounds with letters | <ul style="list-style-type: none"> I can match letters that are similar Matching letters with sounds | | | * | * | | | | | | | |
| | Learning Outcome (iii) Reading to enjoy, acquire knowledge and understanding (compression). | I can read simple words and sentences. | <ul style="list-style-type: none"> Matching words to pictures. Matching sentences to pictures. | | | * | * | | * | * | | | | |

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TERMLY PLAN FOR TOP CLASS (5-6 YEARS) 2018 TERM III

TERM THREE

| Learning Area | Learning outcome | Major competence | Specific competence | Reference | We eks | | | | | | | Remarks |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------|-----|-----|-----|-----|-------|------------------------------------------------|---------|
| | | | | | 1 | 1/3 | 4/5 | 6/7 | 8/9 | 10/11 | 12 | |
| Learning Area 1 Relating With Others in an Acceptable way | Learning Outcome (i) Identifying, taking interest in and observing people around me | I can show acceptable behavior to people in my immediate environment e.g. parents, guardians and care givers. | <ul style="list-style-type: none"> I can play imaginary situations with others. | Learning Frame Work Pg 14 | O R I E N T A T I O N | | | * | * | * | E V A L U A T I O N | |
| | | I can tell good and bad behavior. | <ul style="list-style-type: none"> I can tell stories depicting good and bad behavior. Picture talk I can sing songs about good behavior. | | | * | * | * | * | * | | |
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| | of other people. | | <ul style="list-style-type: none"> • I can read picture stories. • I can work on projects e.g. poultry, watering plants etc. • I can play group games. • I can practice waiting for my turn. | | | | | * | * | * | | | |
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| Learning area 2 Interacting With, Exploring Knowing and Using My Environment | Learning Outcome(i) Exploring and knowing my immediate Environment | I can care and value my environment. | <ul style="list-style-type: none"> • I can practice in cleanliness in the environment e.g. throwing waste in dust bins and sorting waste. • I can imitate animals/ birds feeding and caring for their young ones, animal movement. • I can tell news about the things in the | Learning Frame Work Pg 21 | | | | * | * | * | * | | |
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| | | | <p>environment e.g. what I saw on my way coming to school.</p> <ul style="list-style-type: none"> • I can name things in my environment- soil, stones, air and water. • I can collect and group things according to their types. • I can name things that fly in the air, e.g. birds, aeroplane, butterflies, mosquitoes, kites, and grasshopper. | | | | * | * | * | | | | |
| | Learning Outcome (ii) Knowing and appreciating important places in my | I can make use of the important places and things responsibly . | <ul style="list-style-type: none"> • I can talk about importance of different places e.g. police station for security, hospital/clinics for health, school for learning, church for spiritual guidance. • Naming people who are found in the important | Learning Framework Pg 22 | | | * | * | * | | | | |
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| | environme nt. | | places mentioned and the work they do, e.g teacher teaches children at school. | | | | | | | | | |
| | Learning Outcome (iii) Knowing how to keep and take care of the environme nt. | I can communic ate to people about a clean environme nt. | <ul style="list-style-type: none"> • I can identify different people I live with at home, at the learning center and in the environment. • I can sing songs and recite rhymes, poems for as regards a clean environment. • I can draw, color and model cleaning things used to clean the environment. | Learnin g Frame Work Pg 23 | * | * | * | | | | | |
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| | Learning Outcome (iv) Identifying dangers in my environment and taking precaution. | I can keep my environment clean from dangerous things. | <ul style="list-style-type: none"> I can role play about sweeping, mopping the house. | Learning Frame Work Pg 25 | | | * | * | * | * | | |
| | | I can guard against dangerous things in my environment. | <ul style="list-style-type: none"> I can talk about dangerous things in the environment. | | | | * | * | * | | | |
| | Learning Outcome (v) | I compare and contrast | <ul style="list-style-type: none"> I can observe and talk about different ways of transport e.g. road | Learning Frame Work | | | * | * | * | * | | |

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| | Experimenting and understanding the concept of movement in the environment (FORCE) | different kinds of transport in my environment. | <p>transport using own experiences.</p> <ul style="list-style-type: none"> • I can identify common means in and around the environment. • I can identify common means in and around the environment. • I can draw color, model everyday things • I can sing and recite rhymes related to transport/movement. • I can talk about crossing the road, zebra crossings and people who help us. I can talk about different kinds of roads. | Pg 26 | | | | * | * | * | | | |
| | Learning Outcome (vi) Creating, appreciating and | I can model things | <ul style="list-style-type: none"> • I can model with clay. • I can model with paper Mache • I can make patterns using rubbings from trees and other things | Learning Frame Work Pg 27 | | | | * | * | * | | | |

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| | expressing myself through art work. | | <ul style="list-style-type: none"> I can make window hangs I can make jewelry. | | | | | * | * | * | | |
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| Learning Area 3 Taking Care of Myself For Proper Growth And Development. | Learning Outcome (i) Caring for my eyes | I can care for and protect my eyes. | <ul style="list-style-type: none"> I can listen to talks about how to care and protect eyes. I can practice washing the eyes. | Learning Frame Work Pg 30 | | * | * | * | | | | |
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| | Learning Outcome (ii) Caring for my ears. | I can protect and care for my ears. | <ul style="list-style-type: none"> Talking about ways of protecting the ears from harm. | Learning Frame Work Pg 31 | | * | * | * | * | * | | |

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| | Learning Outcome (iii) Using the sense of touching and feeling to describe things and situations. | I can differentiate between textures, temperatures and forms of objects. | <ul style="list-style-type: none"> • I can sort objects into different forms e.g. rough and smooth, hard and soft. • I can play guessing games. • I can talk about many things that the hands can do. • I can sing songs about the uses of hands | Learning Framework Pg 32 | | * | * | * | | | | |
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| | Learning Outcome (iv) Caring for the body. | I can protect and care for my body | <ul style="list-style-type: none"> • I can recite rhymes about the importance of keeping the body clean. • I can talk about the importance of keeping myself clean. • I can practice keeping the body clean. | Learning Framework Pg 33 | | * | * | * | * | * | | |
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| | Learning Outcome (v) Using the sense of smell and | I can describe bad, good and dangerous things | <ul style="list-style-type: none"> • I can talk about the uses of a nose. • I can talk about how to keep our nose clean and protect it from harm. | Learning Framework Pg 34 | | * | * | * | | | | |
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| | caring for the nose. | according to their smells | | | | | | | | | | |
| | Learning Outcome (vi) Using the sense of taste and caring for the mouth. | I can differentiate tastes of foodstuffs. | <ul style="list-style-type: none"> I can sort foodstuffs according to their tastes I can name different tastes. | Learning Frame Work Pg 36 | | | * | * | * | | | |
| | Learning Outcome (vii) Identifying and naming different body parts and their uses. | I can confidently describe activities performed by different body parts. | <ul style="list-style-type: none"> I can associate parts of the body and their different functions e.g eyes for seeing, nose for smelling. I can match body parts to their uses. | Learning Frame Work Pg 37 | | * | * | * | | | | |
| | | I can name my body parts. | <ul style="list-style-type: none"> I can talk about how many different parts of the body they have e.g. | | | * | * | | | | | |

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| | Small) muscles. | with my body. | | | | | | | | | | |
| | Learning Outcome (xi) Keeping healthy and practicing good health habits. | I can keep myself clean. | <ul style="list-style-type: none"> I can wash my different items e.g. under wear, dress/shirt and feet. I can practice cleaning different parts of my body e.g. eyes, ears, mouth. I can practice good toilet habits. | Learning Frame Work Pg 43 | | * | * | * | | | | |
| | | I can tell the importance of a balanced diet. | <ul style="list-style-type: none"> I can name different foods in the environment. I can talk about different types of foods. | | | | * | * | * | | | |
| | | I am sensitive to dangerous things e.g. snake | <ul style="list-style-type: none"> I can sing songs about dangerous things. | Learning Frame Work Pg 44 | | * | * | * | * | * | | |

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| | | bites, poison, sharp objects and road accidents | <ul style="list-style-type: none"> I can draw and name dangerous things in the environment. | | | | | | | | | | |
| | Learning Outcome (xiii) Knowing and relating with God and His creation. | I can practice religious practices. | <ul style="list-style-type: none"> I can listen and re-tell stories I can participate in praying and praising God I can dramatize religious events. I can name places of worship. | Learning Frame Work Pg 45 | | * | * | * | * | * | * | | |
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| Learning Area 4 Developing and Using Mathematical | Learning Outcome (i) Surveying, knowing and distinguishing | I can classify things. | <ul style="list-style-type: none"> I can pair and match things. I can sort and match sets I can distinguish between sets. I can follow directions (alone and or as a | Learning Frame Work Pg 48 | | * | * | * | * | * | * | | |

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| Concepts in My day to day Experiences. | attributes of objects | | <p>member of the group or team) to move or place self within classroom e.g. at front or back.</p> <ul style="list-style-type: none"> I can describe one three-dimensional object in relation to another e.g. in front of behind. | | | | | * | * | * | | | |
| | <p>Learning Outcome (ii) Comparing things according to different attributes.</p> | I can show relations among things in serial order | <ul style="list-style-type: none"> I can compare and sort objects into two groups based on a particular criteria. E.g. big/small, tall/short, hard/soft. I can arrange things into three groups along some dimensions and describing the relationship. E.g the longest one, the shortest one. Arranging things into three groups along some dimension and describing the relations; | <p>Learning Frame Work Pg 49</p> | | | * | * | * | * | | | |
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| | | | big, bigger, biggest. Long, longer, longest. | | | | | | | | | |
| | Learning Outcome (iii) Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence . | I can recognize numerals 1-20 | <ul style="list-style-type: none"> • I can rote counting up to 20. • I can count objects 1-20 (one to one correspondence) • I can count forwards and backwards. Ordering and comparing collections of objects using words. | Learning Frame Work Pg 50 | | * | * | * | * | * | | |
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| | | I can perform activities involving take away. | <ul style="list-style-type: none"> I can give numbers coming before and after. I can find missing numbers | | | | | * | * | * | | |
| | | I can add things up to 10 | <ul style="list-style-type: none"> I can combine things to form sets. A can add things up to 10 | | | * | * | * | * | * | | |
| | Learning Outcome (v) Understanding and using the concept of time. | I can tell time/ days, of the week, months, and special days. | <ul style="list-style-type: none"> I can show time on a clock face. I can name the days of the week. I can talk about special days. I can role play about different activities, events and special days. I can draw clock face I can use a calendar to tell days of the week and months of the year. | Learning Frame Work Pg 55 | | * | * | * | * | * | | |
| | Learning Outcome (vi) | I can perform activities | <ul style="list-style-type: none"> I can give numbers coming before and after. | Learning Frame Work | | * | * | * | * | * | | |

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| | Understand the concept of space. | involving take away. | <ul style="list-style-type: none"> I can find missing numbers I can find the differences after take away. | Pg 56 | | * | * | * | | | | |
| | Learning Outcome (vii) Recognizing, describing and using money. | I can tell the value of money. | <ul style="list-style-type: none"> I can use right vocabulary e.g. give change. I can tell the value of money (knowing the amount of notes or coins). I can relate the amount of commodities that money can buy. I can draw money | Learning Frame Work Pg 57 | | | | * | * | * | | |
| | | I can record my collected data. | <ul style="list-style-type: none"> I can count objects collected. | | | * | * | * | | | | |
| | | I can tell the difference | <ul style="list-style-type: none"> I can answer oral questions based on own pictures | | | | * | * | * | * | | |

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| | | in things I see. | <ul style="list-style-type: none"> I can answer questions on own-sorted objects e.g. which has the most? | | | * | * | * | | | | |
| | Learning Outcome (viii) Recognizing, and creating number patterns. | I can make number patterns | <ul style="list-style-type: none"> I can make number patterns using objects and pictures e.g. $2+2=4$, $4+2=6$ | Learning Frame Work Pg 58 | | * | * | * | * | * | | |
| | Learning Outcome (ix) Representing and interpreting information in pictorial form. | I can collect objects according to stated features. | <ul style="list-style-type: none"> I can collect objects in the environment according to stated features e.g. collecting different shapes, leaves and objects. I can sort physical objects according to different attributes (property) e.g. shapes, objects, colors etc. | Learning Frame Work Pg 60 | | | | * | * | * | | |
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| Learning Area5 Developin g and Using My Language Appropriat ely. | Learning Outcome (i) Listening with acuity for informatio n and enjoyment and responding appropriat ely in a wide range of situations | I can identify sounds made in the environme nt. | <ul style="list-style-type: none"> • I can name sources of sounds. • I can show the direction of sound. • I can follow three direction instructions e.g. go to the house, look under the table and bring the basket. • I can acknowledge commands e.g. here is the knife | | | * | * | * | * | * | * | | |
| | | I can differentiat e between sounds | <ul style="list-style-type: none"> • I can make sounds of letters of the alphabet. • Giving meaningful words that rhyme with words sound e.g. sss for snake. | | | * | * | * | * | * | * | | |

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| | | | <ul style="list-style-type: none"> Identifying odd man out in sounds e.g. top, up, cup. I can match sounds to pictures and words. | | | * | * | | | | | | |
| | | I can associate sounds with letters | <ul style="list-style-type: none"> I can match letters that are similar Matching letters with sounds | | | * | * | | | | | | |
| | Learning Outcome (iii) Reading to enjoy, acquire knowledge and understanding (compression). | I can read simple words and sentences. | <ul style="list-style-type: none"> I can copy different letter shapes I can thread beads. I can write stories about personally meaningful experiences. Expressing my ideas and feelings. I can use phonics to spell words. Writing simple information such as name, address e.tc. | | | * | * | | * | * | * | | |
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