

BABY CLASS SCHEME OF WORK APTITUDE 0 – 3 YEARS FIRST TERM.

TERM ONE SCHEME OF WK.

WK	PD	Learning area	L/OUT COME	COMPETENCE	Learning activities	Methods	Learning aids	REF
2 and 3		Taking care of myself for proper growth and development	Identifying, naming different parts of the body and their uses.	I can name my body parts	Identifying and naming body parts orally Singing Reciting a rhyme	- explanation - discussion - role playing - demonstration	Picture interpretation Jigsaws	LFW Pg 33

4 And 5		Taking care of myself for proper growth and development	Caring for the body.	I can protect and care for my body.	Naming parts that make up the body Things that can harm our bodies (orally) Picture talk about different dressing Importance of keeping the body clean. (Orally) Practicing keeping the body clean	- explanation - discussion - role playing - demonstration - look and say	Picture interpretation Jig saws Pupils	LFW Pg 28
6 And 7		Interacting with exploring knowing and using my environment	Knowing how to keep and take care of my environment	I can identify ways of cleaning my home environment	Naming things used to keep our homes orally Role playing Story telling Talking of how to keep the home clean	- discussion - explanation - question and answer - look and say - demonstration	Picture books Paper work Real objects	LFW Pg 20
8		Interacting with exploring knowing and using my environment	Exploring and knowing my immediate environment	I can classify people, animals, insects and other objects I see at home.	Naming people at home (orally) Naming plants at home (Orally) Matching Sounds made by animals	- Discussion - explanation - question and answer - demonstration	Cards Jigsaws Charts Classroom environment	LFW Pg 19

SCHEME OF WORK APTITUDE 0 – 3 YEARS SECOND TERM

TERM

TWO

SCHEME OF WK.

WK	P D	Learning area	L/OUT COME	COMPET ENCE	Learning activities	Methods	Learning aids	REF
1		- Interacting with	- I can identi	- Namin g	- Identify sources of food - Naming foods eaten at home orally	- explan ation	- Flash cards	LFW Pg

and 2		exploring knowing and using my environment	fy food that is good for my health	foods eaten at home.	<ul style="list-style-type: none"> - Identifying foods which are not eaten (Orally) - Explaining the importance of washing hands 	<ul style="list-style-type: none"> - discus sion - role playin g - Questi on and answe r 	<ul style="list-style-type: none"> - Real objects - Classro om environ ment 	36-37
3 and 4		- Taking care of myself	- Carin g for my ears	- I can protec t and care for my ears	<ul style="list-style-type: none"> - Practicing washing my face and ears - Talking about dangers of not cleaning the ears. - Tracing and shading the shape of an ear - Tearing - Thanking God for the ears. 	<ul style="list-style-type: none"> - Discus sion - demo nstrati on - Explan ation - Role playin g - Questi on and answe r 	<ul style="list-style-type: none"> - Flash cards - Papers - Real objects - Classro om environ ment 	LFW Pg 28-29

5 and 6		- Interacting with exploring knowing and using my environment	- Exploring and knowing my immediate environment	- I can classify people, animals, insects and other objects I see at home.	- Naming people, animals, plants, insects and other objects I see at home (orally) - Grouping - Role playing - Matching - Sorting	- Demonstration - Explanation - Role playing - Question and answer	- Real objects - Flash cards - Classroom environment	LFW Pg 19 - 20
7 and 8		- Interacting with exploring knowing and using my environment	- Knowing and appreciating important places in environment	- I can talk about the important places found in my environment.	- Talking about different places in my environment e.g. church, mosque, market, hospital, school, police, etc. - Drawing and shading important places. - Singing songs about the environment.	- Discussion - demonstration - Explanation - Role playing - Discovery	- Pictures - Magazines - Scrap books - Photographs - Costumes e.g. for doctors, etc.	LFW Pg 20-21
9		- Interacting	- Expe	- I can	- Talking about movement of living and non-living things - Talking about fast and slow movements.	- Explanation	- Colours - papers	Res

		with exploring knowing and using my environment	time ntin g and unde rsta ndin g the conc ept of mov eme nt in the enviro nm ent	descr ibe the mov eme nt of thing s in the enviro nm ent	<ul style="list-style-type: none"> - Talking about why animals move. - Imitating different sounds of animals/objects - 	<ul style="list-style-type: none"> - demo nstrati on - Discus sion - Questi on and answe r 	<ul style="list-style-type: none"> - picture s - clay - pencils - books, etc. - 	ourc eful peo ple Audi o visu al cove rage
10		- Interacting with exploring knowing and using my environment			<ul style="list-style-type: none"> - Drawing and shading animals, plants - Modeling animals - Pasting - Shading 			

**TERM
THREE
SCHEME OF WK.**

WK	PD	Learning area	L/OUT COME	COMPETENCE	Learning activities	Methods	Learning aids	REF
2 and 3		- Relating with others in acceptable way.	- Identifying interest in and observing people around me	- I can describe the people I play and work with.	- Naming - singing - Telling news. - drawing - shading - pasting	- explanation - discussion - explanation - recitation	- picture - books - real people - papers - colours - glue	LFW Pg 13
4 And 5		- Interacting with exploring knowing and using my environment	- Exploring and knowing my immediate environment	- I can identify talk about my home	- naming rooms in the house, i.e bedrooms, etc - drawing and shading pictures in every room - telling uses of every room - Singing - telling how to keep them clean	- explanation - discussion - explanation - recitation - Demonstration - imitation - role playing	- picture - books - real objects e.g brooms - papers - colours	LFW Pg 19
5 To 6		- Interacting with exploring knowing and using my environment	- Creating, appreciating, expressing myself, through art work	- I can tell what I have drawn	- Drawing myself, mother, sister, etc - Painting i.e dots and shapes	- explanation - discussion - explanation - recitation - Modeling - imitation	- papers - paint - clay - cereals - water, etc	LFW Pg 25
7		- Taking care of myself for	- using the sense of touching and feeling to describe things	- I can differentiate between temperatures and react verbally in an	- Playing with water - Sand play - singing - touching hot, cold and	- discussion - explanation - explanation - recitation	- water (hot, warm and cold)	LFW Pg 28

To		proper growth and development	and situations	appropriate manner.	warm things	- mixing - observation - imitation	- containers - sand - glasses	
8								
9 to		- Developing and using mathematical concepts in my day to day experience	- using appropriate measuring units, instruments and formulas in a variety of contexts.	- I can tell the difference between objects	- Naming - Arranging in size - Comparing in sizes - Sorting in sizes - reciting rhymes	- explanation - discussion - Touching - recitation - illustration - drawing - observation - imitation	- shapes of different objects - table - clay - chalk - slates - pencils - colours	LFW Pg 46
10								

TERM ONE SCHEME OF WK.

W K	PD	Learning area	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	SKILLS	L/AIDS	REF
2	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing standing stick (I) I I I I	- recognizing - tracing - writing - scribbling - sorting - identifying	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57

3	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbol of a sleeping stick (→) — — —	- Recognizing - tracing - writing - scribbling - sorting - identifying - Rhymes	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
4	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbol of writing standing a (I) and sleeping (□) - Sticks I _ I _ I _ I	- Recognizing - reciting a rhyme - tracing - writing - scribbling - sorting - identifying - Rhymes	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
5	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbol of writing slanting stick forward (/ / /)	- Recognizing - reciting a rhyme - tracing - writing - scribbling - sorting	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
6	1	Developing and using my	Writing different kinds of factual and imaginative tasks depicting	I can coordinate my eyes and hands effectively.	- Symbol of writing slanting stick backward	- Identifying - Recognizing - reciting a rhyme	Eye hand coordination	Pencils Books Hands	Early childhood Pg

	To 3	language appropriately	appropriate letter formation creativity and writing skills		(\ \ \)	- tracing - writing - scribbling - sorting - Rhymes			57
7	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbol of writing slanting stick (/) and slanting stick backward (\) e.g / \ / \ / \	- Identifying - Recognizing - reciting a rhyme - tracing - writing - scribbling - sorting - Pasting	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
8	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbol of writing curve forward (C) C C C	- reciting a rhyme - tracing - writing - sorting	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
9	1 To 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing curve backward ())))	- reciting a rhyme - tracing - writing - sorting - matching - shading	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57

10		Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	I can coordinate my eyes and hands effectively.	<ul style="list-style-type: none"> - Symbols of writing curve backward and curve forward <p>() () () ()</p>	<ul style="list-style-type: none"> - reciting a rhyme - tracing - writing - sorting - matching - shading 	Eye hand coordination	Pencils Books Hands	Early childhood Pg 57
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SCHEME OF WORK WRITING 0 – 3 YEARS SECOND TERM

TERM SECOND SCHEME OF WK.

W K	PD	Learning area	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	SKILLS	L/AIDS	REF
2	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing standing stick (I) and sleeping stick (-) I I I I	- Reciting a rhyme - tracing - writing - scribbling - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57
3					- Symbols of writing two standing sticks (II) and sleeping stick (-) II - II - II -	- Reciting a rhyme - tracing - writing - shading - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57
4	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing curve upwards (U) curve downwards (∩) U ∩ U ∩	- Reciting a rhyme - tracing - writing - shading - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57

5	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing letter (o) O O O O	- Reciting a rhyme - tracing - writing - shading - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57
6	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing letter (o) and a sleeping stick (-) O - O - O - O	- Reciting a rhyme - tracing - writing - shading - sorting - pasting - Recognizing	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57
7	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Symbols of writing letter (O) and two sleeping sticks (=) O = O = O =	- Reciting a rhyme - tracing - writing - shading - sorting - pasting - Recognizing	Eye hand coordination	Pencils Books Hands Chalkboard	Early childhood Pg 57
8	1	Developing and using	Writing different kinds of factual	I can coordinate my eyes and hands	- Symbols of writing letter	- Reciting tracing	Eye hand coordination	Pencils Books	Early childhood

	to 3	my language appropriately	and imaginative tasks depicting appropriate letter formation letter formation and writing skills	effectively.	sound (v) v v v	- writing - shading - sorting - pasting	n	Hands Chalkboard chalk Papers	d Pg 57
9	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	- Writing sound "a" a a a	- Reciting tracing - writing - shading - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard Papers chalk	Early childhood Pg 57
10	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing sound "b" b b b	- Reciting tracing - writing - shading - sorting - pasting	Eye hand coordination	Pencils Books Hands Chalkboard Papers chalk	Early childhood Pg 57

SCHEME OF WORK WRITING 0 – 3 YEARS THIRD TERM

TERM THREE SCHEME OF WK.

W K	PD	Learning area	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	SKILLS	L/AIDS	REF
2	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing sound "a" a a a	<ul style="list-style-type: none"> - Reciting tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalkboard Chalk Papers Slates	Early childhood Pg 57
3	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "b" b b b b	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalkboard Chalk Papers Slates	Early childhood Pg 57
4	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "c" c c c	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalkboard Chalk Papers Slates	Early childhood Pg 57

5	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "d" d d d	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalkboard Chalk Papers glue	Early childhood Pg 57
6	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "e" e e e	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalk Papers glue	Early childhood Pg 57
7	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "f" f f f	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalk Papers Glue Chalkboard	Early childhood Pg 57
8	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "g" g g g	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalk Papers Glue Chalkboard	Early childhood Pg 57


9	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "h" h h h	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - recognizing 	Eye hand coordination	Pencils Books Hands Chalk Papers Glue Chalkboard	Early childhood Pg 57
10	1 to 3	Developing and using my language appropriately	Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills	I can coordinate my eyes and hands effectively.	Writing letter sound "i" i i i	<ul style="list-style-type: none"> - Reciting - tracing - writing - sorting - pasting - shading 	Eye hand coordination	Pencils Books Hands Chalk Papers Glue slates	Early childhood Pg 57

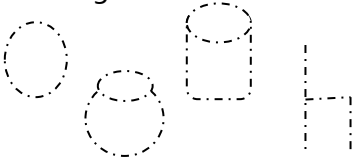
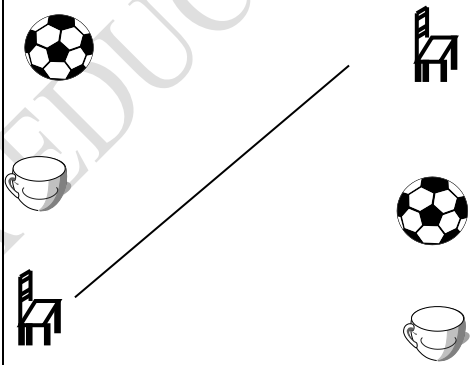
LANGUAGE DEVELOPMENT 1

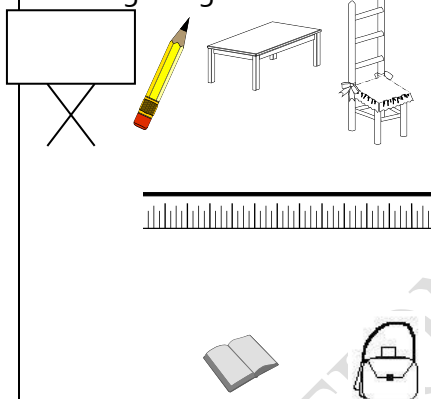
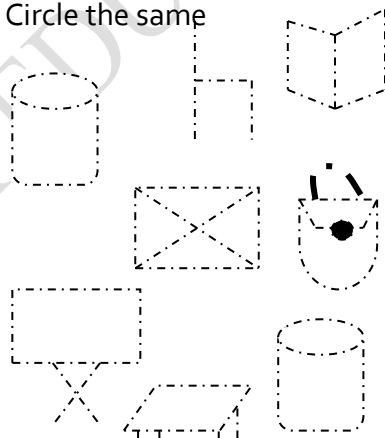
AGE 3 – 4 YEARS

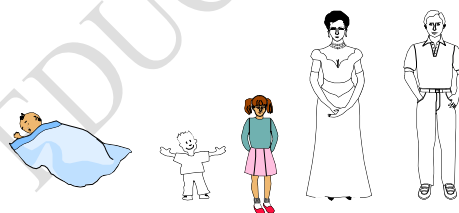

TERM ONE

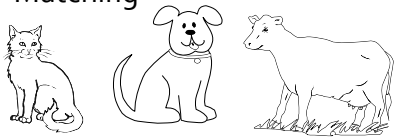

SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS FIRST TERM

W K	PD	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	METHODS	T/AIDS	REF
2	1 to 5	Our home	Identifying and talking about my home	- Oral naming Things at home 	Orally- Naming - Sorting - Shading - Pasting - Tracing - Tearing - Moulding - Identifying - scribbling	-Question and answer - Imitation - Demonstration - Illustration - Explanation - Look and say	Real objects Blackboard Single jigsaws Picture books Individual cards moulds	

3	1 to 5	Our home	<ul style="list-style-type: none"> - Painting - Tracing - Pasting - Things found at home 	Painting - Pasting Tearing Moulding Identifying Tracing Shading Sand play matching	<ul style="list-style-type: none"> - Demonstration -Explanation Look and say Question and answer Illustration imitation 	<ul style="list-style-type: none"> - Cut out pictures - Paint - Brushes - Glue - Papers - Blackboard - Real objects - Individual cards - Plastacine - Single jigsaws - Pencils and books 	
4	1 to 5	Our home	Identifying and matching things at home. 	Matching the same Match and draw Draw and shade Pasting Find the missing parts Moulding tearing Circle the same	<ul style="list-style-type: none"> - Demonstration -Explanation - Question and answer Look and say Illustration Imitation Question and answer 	<ul style="list-style-type: none"> -Real objects and flash cards. - Colours - Individual cars. - Pencils - Books - Papers - Paint - Brushes - Blackboard 	

5	1 to 5	Our school	Things found in our classroom	<p>Naming things in our classroom.</p> 	<ul style="list-style-type: none">- Naming- Shading- Tracing- Tearing- Matching- Orally- Sorting- Circle the same things- Pasting- Identifying the same things	<ul style="list-style-type: none">- Explanation- Demonstration- Question and answer- Imitation- Look and say- illustration	<ul style="list-style-type: none">- Real objects.- A chart showing things found in class.- Cards- Jig saws (single)	
6	1 to 5	Our school	Identifying objects	<p>Circle the same</p> 	<ul style="list-style-type: none">- Naming orally- tick the same- Matching to the same.- Draw pictures (simple)- Sort	<ul style="list-style-type: none">- Explanation- Question and answer- Demonstration- Imitation- Look and say- Illustration	<ul style="list-style-type: none">- Real objects- Cut outs- Individual cards- Blackboard- Charts- Papers- Paint- Brushes	

					<p>pictures</p> <ul style="list-style-type: none">- find the missing part- Shade- Identify- Moulding- Sand play		<p>Glue</p> <p>Pencils</p> <p>Colours</p> <p>Plastacine</p> <p>Sand</p> <p>Tins</p> <p>Books</p> <p>Jig saws</p>	
7	1 to 5	Our home	Identifying and naming people at home.	<p>Oral naming</p> <p>People at home.</p> 	<ul style="list-style-type: none">- Naming orally- Shading- Role playing- Tick- Sorting- Moulding- Draw missing parts- Matching	<p>-Explanation</p> <p>-Question and answer</p> <p>- Demonstration</p> <p>Look and say</p> <p>Illustration</p>	<p>A chart showing people at home.</p> <p>Flash cards</p> <p>Pencils</p> <p>Pencils</p> <p>Books</p> <p>Clay</p>	
8	1 to 5		<p>Things we wear.</p> 	<ul style="list-style-type: none">-Naming orally-Shading-Matching to belonging-Pasting	<p>-Explanation</p> <p>-Question and answer</p> <p>- Demonstration</p>	<p>Real objects</p>		

9	1 to 5		Identifying and naming animals at home.	<ul style="list-style-type: none"> - Oral naming - Animals at home - Shading animals at home. - Matching 	<ul style="list-style-type: none"> - Naming - Shading - Matching - Imitating - Animal sounds 	<ul style="list-style-type: none"> - Demonstration - Explanation - Question and answer 	A chart showing animals at home.	
10	1 to 5	Revision of things at home and school		Identifying different objects 	Circling Naming Sorting Identifying Matching Ticking Drawing, etc	Explaining Demonstration Discussion Look and say Illustration Question and answer Imitation	Real objects Cards Charts Jigsaws Cut outs Picture books	

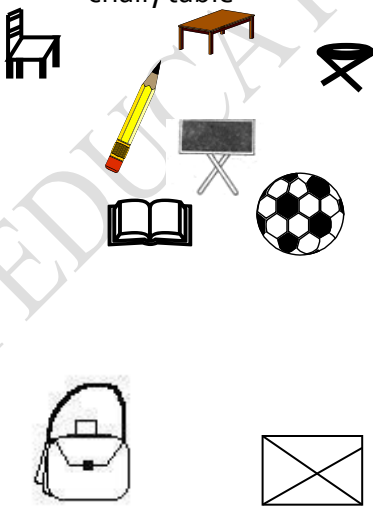
NB. Every lesson begins with a rhyme and a song related to the theme.

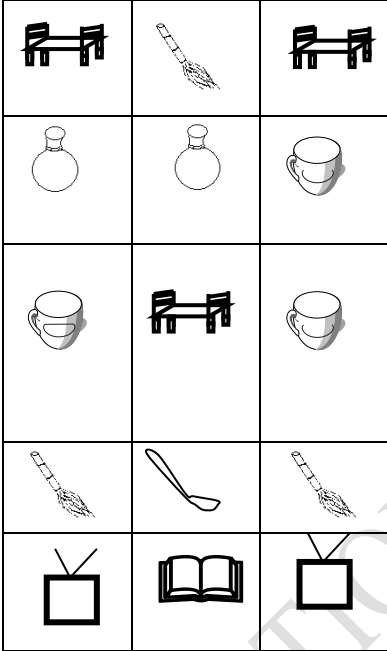
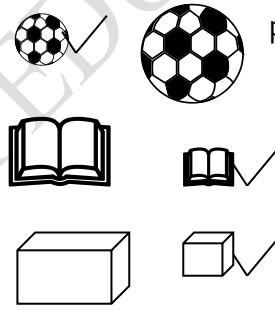
LANGUAGE DEVELOPMENT 1

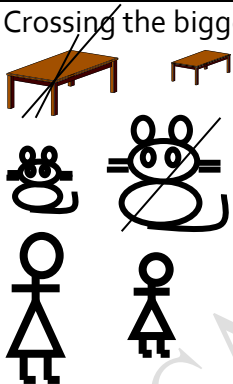
AGE 3 – 4 YEARS

TERM TWO










SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS SECOND





W K	PD	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	METHODS	T/AIDS	REF
2	1 to 5	- Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations	- Identifying and naming things at school	- Naming things in class. books, pencils, blackboard, chair, table 	- Naming orally - Matching - Tearing - Circle - Drawing - Shading - sorting - Cut outs of things found in class.	- Explanation - Demonstration - Discussion - Question and answer. - Look and say - Imitation - Illustration	- Real objects - Jigsaws - Cutouts - Pencils - Books - Colours - papers - Lotto games - A chart showing objects found at school. - Dominos.	
3	1 to 5	- Reading to enjoy,	- I can recognize similarities and	Circling the same pictures.	- Identifying same	- Demonstration - Explanation	- Cut out pictures	

		acquire knowledge and understanding	differences in objects, pictures and letter shapes		<p>pictures.</p> <ul style="list-style-type: none"> - Naming objects - Circling same – pictures - Recognizing the same pictures. - Find the missing part - Find odd man out - Drawing pictures - Matching - Match and draw pictures - Shading and painting 	<ul style="list-style-type: none"> - Look and say - Imitation - Illustration - discussion - Question and answer 	<ul style="list-style-type: none"> - Paint - Brushes - Glue - Papers - cards - jig saws - real objects - pencils - books - chalkboard 	
4	1 to 5	- Writing different kinds of factual and imaginative tasks depicting appropriate letter formation	- Identifying things at school according to size, shape and colour	<p>Tick the smaller picture.</p> 	<ul style="list-style-type: none"> - Recognizing pictures - Tick the smaller pictures. - Fixing jig saws - Naming pictures orally. - Matching - Shading the smaller 	<ul style="list-style-type: none"> - Explanation - Look and say - Demonstration - Discovery Discussion - Question and answer - imitation 	<ul style="list-style-type: none"> - Real objects - Classroom - Environment - Pencils - Books - Chalkboard - Jig saws - Cards 	57

		, creativity and writing skills			<ul style="list-style-type: none"> - pictures. - Sorting - Pasting - Drawing 			
5	1 to 5	<ul style="list-style-type: none"> - Writing different kinds of factual and imaginative tasks depicting appropriate letter formation , creativity and writing skills 	<ul style="list-style-type: none"> - Identifying things at school according to size shape and colour 	<p>Crossing the bigger picture</p> 	<ul style="list-style-type: none"> - Recognizing pictures. - Crossing the bigger pictures. - Drawing pictures orally. - Sorting the bigger pictures. - Matching - Fixing jig saws 	<ul style="list-style-type: none"> - Explanation - Look and say - Demonstration - Discovery - Discussion - Question and answer - Imitation 	<ul style="list-style-type: none"> - Real objects. - Classroom environment - Pencils - Chalkboard - Books - cards 	
6	1 to 2	Reading to enjoy, acquire knowledge	-I can recognize similarities and differences in object, pictures	-Introducing two letter words "a" a-t = at a-n – an	<ul style="list-style-type: none"> - Pictures - Pronouncing - Identifying sounds 	<ul style="list-style-type: none"> - Explanation - Look and say - Demonstration 	<ul style="list-style-type: none"> - Flash cards - Charts - Classroom environment 	

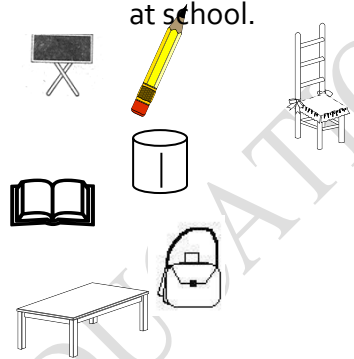
		and understanding	and letter shapes.	a-s - as a-m – am	<ul style="list-style-type: none"> - Forming two letter words - Matching - Copying the same - Writing words - Reading 	<ul style="list-style-type: none"> - Discovery - Discussion - Imitation - Question and answer 	<ul style="list-style-type: none"> - nt - Chalkboard - Individual cards - Pencils - Pencils - Books 	
6	3 to 5		Forming words	<ul style="list-style-type: none"> - tick the given word e.g at am at an an am as at as . 	<ul style="list-style-type: none"> - Reading loudly - Match and write - Ticking - Copying - Sorting 	<ul style="list-style-type: none"> - Explanation - Guided discovery - Illustration - Demonstration and -Look and say. - Imitation - Question and answer 	<ul style="list-style-type: none"> - Real objects - Cut outs of - pictures - Jig saws - Pencils - Books - cards 	
7	1 to 5	Reading to enjoy acquire know		<ul style="list-style-type: none"> -Forming two letter word (i) i - t = it i - n = in i - s = is i - f = if 	<ul style="list-style-type: none"> - Pronouncincing correctly - Forming words - Reading loudly - Writing two letter words - Matching - Sorting 	<ul style="list-style-type: none"> - Explanation - Imitation - Look and say - Discovery - Illustration - Questions and answer 	<ul style="list-style-type: none"> - Flash cards - Charts - Individual cards - Pencils - Books - Chalkboard 	


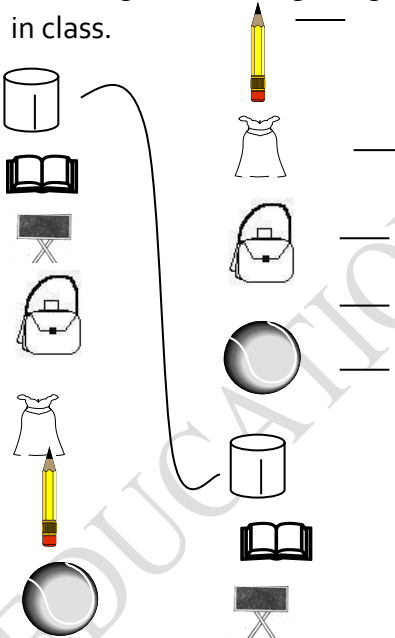
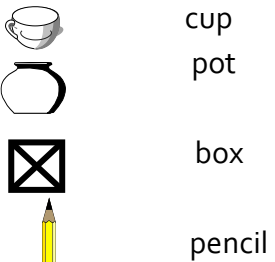
8	1 to 5		Identifying and naming things at home.	-Forming two letter eords "o" o-n - on o-f - of o -ff -off o – k – ok	- Fotming words - Pronouncing correctly - Individual reading - Imitation - Writing - Matching	- Explanation - Demonstration - Guided discovery - Look and say - Question and answer. -Illustration -Discovery	- Real objects. -Picture charts -Jigsaws -Chalkboard illustration -Charts -Pencils -Cards -Books													
9	1 to 5		-Identifying the same words and reading them orally.	-Forming 3 letter words c-a-t cat t-i-n - tin m-a-t -mat b-o-x - box c-u-p - cup b-a-t - bat	- Reading the words correctly - Matching the same words - Pronouncing words correctly - Writing - Matching - Form words	- Explanation - Demonstration - Look and say. -Question and answer. -Imitation -Illustration -Discovery	- Word cards. -Chalkboard -Illustration -Real objects. -Individual cards -Pencils -Classroom environment													
10	1 to 5		-Copying the words. -Reading the words. -Copying the pictures.	Copy and draw <table><tr><td></td><td>egg</td></tr><tr><td></td><td></td></tr><tr><td></td><td>tin</td></tr><tr><td></td><td></td></tr><tr><td></td><td>ball</td></tr><tr><td></td><td></td></tr></table>		egg				tin				ball			- Forming words- - Recognising the pictures. - Naming the pictures - Copy and draw the pictures. - Read the	- Explanation - Demonstration - Look and say. -Question and answer. -Imitation	- Cards - Chalkboard - Pencils - Books - charts	
	egg																			
	tin																			
	ball																			







					words. - Pronouncing words correctly. - Find the first letter sound for the word - Write words for the sound		
11	1 to 5		-Recognize read and match pictures to words.	-Match pictures to words  cup  box  cat  egg	-Recognise pictures -Read the words -Match pictures to words -Match and write the word. -Match and draw -Tick the correct word for the picture. -Shade a picture for the word.	-Explanation -Demonstration -Look and say. -Question and answer	-Flash cards -Real objects -Word cards
REVISION							

NB: All lessons begin with a song, a rhyme and a short story.

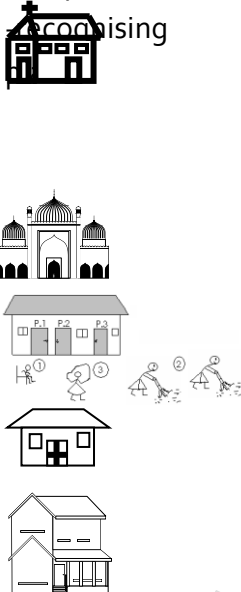




SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS THIRD TERM



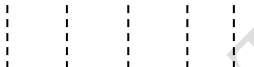




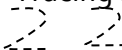
W K	PD	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	METHODS	T/AIDS	REF
2	1 to 5	- Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations	<ul style="list-style-type: none"> - Identifying and naming things at school. - I can recognize similarities and differences in objects, pictures and letter shapes 	<ul style="list-style-type: none"> - Naming things at school orally. - Copying and drawing things at school. 	<ul style="list-style-type: none"> - Identifying the pictures. - Name the pictures. - Drawing the pictures. - Shading pictures. - Tear the cut outs. 	<ul style="list-style-type: none"> - Discussion - Question and answer - Explanation - Explanation - Illustration - Discussion - Demonstration - Question and answer - Look and say 	<ul style="list-style-type: none"> - Picture cards - Jigsaws - Real objects. - Cards - Real objects - Pencils - Books - Classroom 	





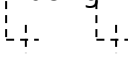
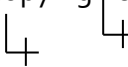
							environme nt - chalkboard	
3	1 to 5	Reading to enjoy, acquire knowledge and understanding		<p>Matching and drawing things in class.</p> 	<p>Match and draw.</p> <ul style="list-style-type: none"> - Recognize the pictures - Read and pronounce the words correctly. - Writing - Draw the missing parts for the pictures 			
4	1 to 5	- Reading to enjoy, acquire knowledge and understanding	- Identifying and naming things at school.	<p>Reading the words and naming pictures orally.</p> 	<ul style="list-style-type: none"> - Copy and write the words. - Read the words. - Drawing pictures. - Name the pictures - Match pictures to words. 	<ul style="list-style-type: none"> -Explanation -Demonstration -Question and answer. -Look and say. -Discussion -Discovery -illustration 	<ul style="list-style-type: none"> - Real objects - Flash cards - Models - Chalkboard illustration - Pencils 	

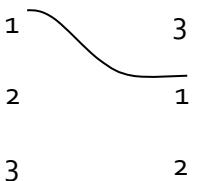
				 <div>car</div>	-Match sound to words -Pronounce words correctly	-Imitation	- Books - Charts	
5	1 to 5	Reading to enjoy, acquire knowledge and understanding	Vocabulary School Book Ball Girl Boy Car Toy cow	Matching pictures to words  _____  _____  _____  _____  _____	- Pronounce words correctly - Read words - Recognizing words - Drawing and naming pictures - Write simple words - Matching - .	- Explanation - Illustration - Question and answer - Demonstration - Look and say - Listen and write	- Real objects - Cards - Pencils - Books - Classroom environment	Pg 56
6	1 to 5	- Reading to enjoy, acquire knowledge and understanding	- Recognizing and identifying the different pictures.	ticking, circling / ringing and crossing out the different words ball box ball chair chair table fish tree fish girl boy girl cow cat cow book pen book	Recognize the words -Identifying the different word. -Ticking circling / ringing and crossing out the different word. -Pronouncing the words correctly	-Question and answer. -Look and say. -Discussion -Explanation -Demonstration -Imitation -Illustration -Individual reading	-Real objects. -lotto games -Cut outs -Jigsaws -Picture dominos -Cards -Chalkboard -Pencils -Books -Colours	

					<ul style="list-style-type: none"> -Reading -Writing -Listen and write the words -Drawing and shading picture for the words 		papers	
7	1 to 5	<ul style="list-style-type: none"> - Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations 	<ul style="list-style-type: none"> - I can express myself well 	<ul style="list-style-type: none"> - Recognize their body parts. - Mentioning the body parts. - Touching the body parts. - Matching the body parts. - Tracing the body parts. - Tearing the body parts. - Shade the body parts. 	<ul style="list-style-type: none"> - Touching the body parts. - Matching the body parts. - Tracing the body parts. - Tearing the body parts. - Shading the body parts. - Fin the missing part 	<ul style="list-style-type: none"> - Recitation - Question and answer. - Explanation - Illustration - Look and learn 	<ul style="list-style-type: none"> - Real objects. - Chart showing body parts. - Chalkboard illustration. - Models - Computers. - Cards - Books - Pencils - Charts - Real objects 	









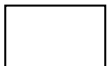

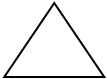

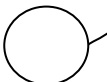
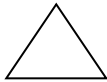
8	1 to 5	<ul style="list-style-type: none"> - Knowing and appreciating important places 	<ul style="list-style-type: none"> - Identifying and naming important places. 	<ul style="list-style-type: none"> - Naming important places orally. - Recognising important 	<ul style="list-style-type: none"> - Naming orally - Shading - Matching - Drawing - Singing songs of worship - Reciting rhymes. - Pasting - Role playing - Story telling - Find the missing parts 	<ul style="list-style-type: none"> - Discussion - Role play - Method - Story telling - Explanation - Illustration - Look and say - Demonstration - Discovery - Imitating 	<ul style="list-style-type: none"> - A chart showing important places. - Cards - Chalkboard use - Moulds - Cut outs - Books - Pencils - Classroom environment 	
9	1 to 5	<ul style="list-style-type: none"> - Reading to enjoy, acquire knowledge and understanding 	<ul style="list-style-type: none"> - I can recognize similarities and differences in objects, pictures and letter shapes 	<p>Introducing simple structure patterns. What is this? This is a _____</p>  <p>This is a _____</p>  <p>This is a _____</p>  <p>This is a _____</p> 	<ul style="list-style-type: none"> - Recognise words. - Read the words - Draw the pictures - Pronounce the words correctly - Write the words correctly - Write the word for the picture 	<ul style="list-style-type: none"> - Explanation - Question and answer. - Demonstration - Look and say - Discussion - Discovery - Imitating - Illustration 	<ul style="list-style-type: none"> - Real object. - word flash - Pupils - Books - Picture books - Charts - Classroom environment 	

W K	PD	L/OUT COME	COMPETENCE	Suggested activities CONTENT	developmental	ACTIVITY	METHODS	T/AIDS	REF
2	1 to 3	- Recognizing -Describing - Representin g numbers and their relationship s.	Showing one to one correspondence.	- Identifying objects. -Reciting numbers 1 – 5. -Pasting objects. Number (1)  Shading numbers (i)  Tracing numbers (i)  Copying numbers   		- Singing number songs. - Playing domino games. - Pasting - Shading - Tracing - Copying number 1 Sorting Writing Tearing Counting Fixing jig saws	- Demonstration. - Illustration - Explanation -Grouping Look and say Imitation Question and answer	- Number dominos - Jigsaws - Saw dust - Flash cards Colours Paint Single jigsaws Counters Cut outs Papers Pencils Books	
3	1 to 3	Recognizing -Describing - Representin g numbers and their relationship s	Enumerating objects.	Counting orally 1 – 5. - Painting objects (number 2)  - Tracing number (2) 		- reciting a rhyme - Reciting numbers 1 – 5. - Painting number 2 -Recognizing number 2 - Tracing number 2 - Copying number	-Explanation - Discussion. - Question and answer - Grouping - Illustration - Imitation - Look and say - Demonstration	Number cards - Objects - Chalkboard illustration. - Number Jigsaw Puzzles - pencils -books	

				<div>-Copying number (2)</div> <div></div> <div>2 2 2</div> <div>— — —</div>	<div>2</div> <div>-Shading</div> <div>-Counting to 2</div> <div>-Pasting</div> <div>-Tearing</div> <div>-Writing</div>		<div>-papers</div> <div>-colours</div> <div>-paint</div>	
4	1 to 3	<div>- Recognizing</div> <div>-Describing</div> <div>- Representin g numbers and their relationship s.</div>		<div>-Counting orally 1 – 5.</div> <div>-Shading number 3</div> <div></div> <div>Tracing number 3.</div> <div></div> <div>-Copying number 3</div> <div>3 3 3</div> <div>— — —</div>	<div>-Recognizing 1 – 3.</div> <div>-Recite numbers 1 – 5.</div> <div>-Shading number 3.</div> <div>-Tracing number 3.</div> <div>-Copying number 3.</div> <div>-Count</div> <div>_Drawing for the number</div> <div>-Pater</div> <div>-Circle</div>	<div>- Question and answer.</div> <div>- Demonstration.</div> <div>- Explanation</div> <div>- Grouping.</div> <div>-Look and say</div> <div>-Imitation</div> <div>-Illustration</div>	<div>- Number cards.</div> <div>- Objects.</div> <div>- Number jigsaw.</div> <div>- Chalkboard illustration.</div> <div>-Papers</div> <div>-Colours</div> <div>-Books</div> <div>-Cut outs</div> <div>-Pencils</div>	
5	1 to 3	<div>Enumerating objects.</div>	<div>Counting orally 1-5.</div> <div>Pasting number 4</div> <div>(4) </div> <div>- Tracing number (4)</div> <div></div> <div>Copying number 4</div> <div></div>	<div>-Recognizing numbers 1 – 4.</div> <div>- Reciting numbers 1 – 5.</div> <div>- Pasting number 4.</div> <div>- Tracing number 4.</div> <div>- Copying number</div>	<div>-Explanation</div> <div>- Demonstration</div> <div>-Question and answer</div> <div>- Grouping</div> <div>-Discovery</div> <div>-Imitation</div> <div>-Look and say</div> <div>-Illustration</div>	<div>- Number cards.</div> <div>- Objects</div> <div>- Number</div> <div>- Jigsaw</div> <div>- Chalkboard illustration.</div> <div>-Illustration</div> <div>-Cards</div>		



			Enumerating objects. Identifying and naming animals at home.		4. -Counting -Writing -Shading		-Colours -Pencils and books	
6	1 to 3	Recognizing -Describing -Representing numbers and their relationships.		Counting orally 1 -5. Matching numbers 1 – 4 	-Recognizing numbers 1 – 4. - Counting numbers 1 – 5 - Playing domino games. - Matching numbers 1 – 4. -Matching -Writing -Drawing -Shading	-Explanation -Explanation. -Demonstration. -Question and answer. -Grouping	Jigsaw -Lotto games -Dominos -Cards -Charts -Real objects -Pencils and books -Colours -Counters Look and say	
7	1 to 3			- Counting numbers 1 – 5 orally. - Identifying numbers 1 – 5	Recognising numbers 1 – 5. - Reciting numbers	- Grouping. - Question and answer.	- Jig saws -Number cards -Dominos	

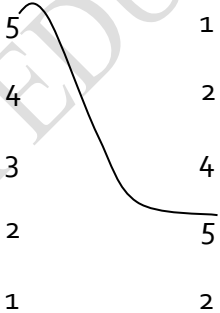
				1, 2, 3, 4, 5, - Pasting number 5. 5 -Colouring number 5. 5 -Tracing number 5. 5 - Copying number 5 5 5 5 5 — — — —	1 – 5. - Counting objects. - Playing number games. - Pasting - Colouring - Tracing -Writing -Drawing f or the number	- Demonstration. Imitation. -Look and say -Discovery -Explanation	-Cards -Cards -Papers -Colours -Pencils -Books -Cards -Real objects																
8	1 to 3	Recognizing -Describing - Representin g numbers and their relationship s.	Enumerating objects	-Counting numbers 1 – 5 orally. -Identifying numbers 1 – 5. -Recognising the same numbers. Circle the same number. <table border="1"><tr><td>3</td><td>1</td><td>3</td></tr><tr><td>2</td><td>2</td><td>4</td></tr><tr><td>1</td><td>5</td><td>1</td></tr></table>	3	1	3	2	2	4	1	5	1	- Reciting numbers 1- 5 - Identifying numbers 1 – 5. -Circling the same numbers 1 – 5.	-Grouping. -Question and answer. -Demonstration. -Imitation.	Dominals - Jigsaws - Number cards. - Cards -Beads or counters -Pencils -Books -Colours							
3	1	3																					
2	2	4																					
1	5	1																					
			.	Circle the same number <table border="1"><tr><td>3</td><td>2</td><td>3</td></tr><tr><td>4</td><td>4</td><td>1</td></tr><tr><td>1</td><td>2</td><td>1</td></tr><tr><td>5</td><td>5</td><td>3</td></tr><tr><td>2</td><td>3</td><td>2</td></tr></table>	3	2	3	4	4	1	1	2	1	5	5	3	2	3	2	-matching -Finding the correct number -Draw for the number -Shade for the number	-Listen and write -Look and say	-	
3	2	3																					
4	4	1																					
1	2	1																					
5	5	3																					
2	3	2																					
9	1 to	Surveying,	Classifying and	- Identifying different	- Recognnizing	- Explanation	- Jig-saws																

	3	knowing and distinguishing the attributes of objects.	ordering things.	shapes. - Recognising different shapes. - Pasting cutout shapes.   -Tearing shapes. -Shading.   - Tracing  	different shapes. - Fitting jig-saws. - Playing domino games. - Pasting - Tearing - Colouring - Tracing. -Naming orally -Matching the same -Complete the shape -Tearing	- Demonstration - Question and answer - Grouping. -Look and say -Illustration -Discovery	- Dominoes - Shape flash cards. - Saw-dust - Shape - Cut-outs. -Pencils -Books -Papers -Colours -Paint -Glue	
10	1 to 3	Surveying, knowing and distinguishing the attributes of objects.	Classifying and ordering things.	- Identifying different shapes. - Recognizing different shapes. - Shading different shapes. - Matching different shapes.        	- Playing lotto games. - Fitting Jig-saw Puzzles. - Matching same shapes. - Shading different shapes. -Sorting -Forming objects using shapes -Tearing -Finding the given shapes	- Explanation. - Demonstration. - Question and answer. - Grouping. -Illustration -Look and say -Imitation	- Shape cut – outs. - Dominos - Shape flash cards. - Jig-saws. -Charts -Real objects of different shapes -Pencils -Books -Colours	

SCHEME OF WORK FOR LEARNING AREA 4 (AGE RANGE: 3 – 4 YEARS) TERM II

W K	PD	L/OUT COME	COMPETENCE	Suggested activities CONTENT	developmental	METHODS	ACTIVITIES	L/AIDS	REF
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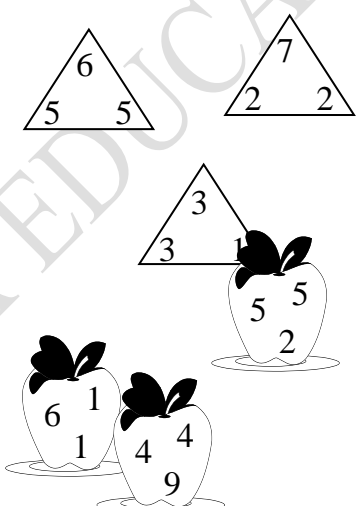
2	1 to 3	- Recognizing and describing numbers.	Enumerating objects..	<ul style="list-style-type: none"> - Reciting number 1- 5 orally. -Recognizing 1 – 5. -Copying numbers 1 – 2 <p><u>Copy</u></p>  <p>— — — —</p> <p><u>Copy</u></p>  <p>— — —</p>	<ul style="list-style-type: none"> -Demonstration. -Guided discovery -Explanation. <p>Illustration</p> <ul style="list-style-type: none"> -Look and say -Imitation -Question and answer 	<ul style="list-style-type: none"> - Recite number rhymes. - Recognize numbers. - Count objects - Copy numbers one-two. -Writing numbers -Shading -Drawing -Fixing jigsaws 	<ul style="list-style-type: none"> - Number - Flash cards. - Counters - Jigsaws. -Cut outs -Books and pencils -Colours -Chalkboard -Real objects 	
3	1 to 3	Recognizing and describing	Enumerating objects.	<ul style="list-style-type: none"> - Reciting numbers 1 – 5. - Recognizing numbers 1 – 5. - Copying numbers 3 – 5. 	<ul style="list-style-type: none"> - Explanation - Demonstration - Question and 	<ul style="list-style-type: none"> - Fitting - Jigsaws. - Counting 	<ul style="list-style-type: none"> - Counters - Jigsaws - Flash 	

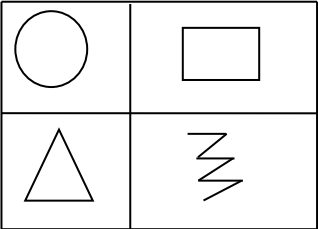
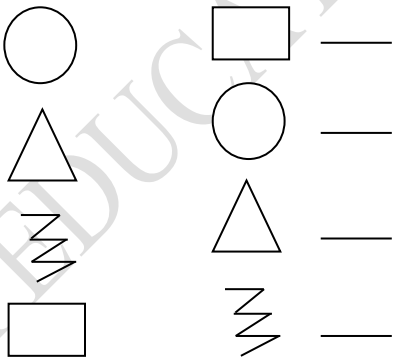
		numbers.		<u>Copy</u> △△△ △△△ △△△ △△△ 3 3 3 3 _____ <u>Copy</u> □□□□ □□□□ □□□□ 4 4 4 _____ <u>Copy</u> ○○○○○○ ○ 5 _____	answer - Discussion. - -Illustration - -Look and say - -Imitation - -Discovery	objects. - Tearing - Copying numbers - -Writing numbers - -Drawing pictures - -Fixing jigsaws - Copy the numbers correctly	cards. - -real objects - -Pencils - Colours - Books - chalkboard - Papers - Paint	
4	1 to 3	- Recognizing and describing numbers.	Enumerating and matching objects up to 5.	- Reciting numbers 1 – 5 orally. - Recognizing numbers 1 – 5. - Matching numbers 1 – 5. <u>Match</u> 	- Explanation. -Demonstration -Illustration -Look and say -Discovery -Question and answer -Listen and write	-Reciting rhymes -Writing numbers -Listen and write -Counting -Matching -drawing for the number -Finding the given number -Match and write Shade for the number	Books Counters Pencils Chalkboard Picture books Colours Real Objects Chalk Classroom environment -Pencils -Books	

				<p><u>Matching and write</u></p> <p>3 5 _____</p> <p>4 3 3</p> <p>5 4 _____</p> <p><u>Match and write</u></p> <p>1 4 _____</p> <p>2 1 _____</p> <p>4 2 _____</p>				
5	1 to 3	Enumerating objects and writing number symbols correctly.	<p>- Reciting numbers 1 – 10.</p> <p>- Recognizing numbers 1 – 6.</p> <p>- Copying number 6</p> <p><u>Copy</u></p> <p>6 6 6 6</p> <p>_____</p>	<p>- Demonstration.</p> <p>- Explanation</p> <p>- Question and answer.</p> <p>-Illustration</p> <p>-Imitation</p> <p>-Listen and write</p> <p>-Look and say</p>	<p>- Recite rhymes.</p> <p>- Play lotto games.</p> <p>- Copying number 6</p> <p>-Couting</p> <p>-Writing</p> <p>-drawing for the number</p> <p>-Listen and write</p>	<p>-Counters</p> <p>-Lotto games</p> <p>-Flash cards</p> <p>-Jigsaws.</p>		

6	1 to 3	Recognizing and describing numbers.	Enumerating objects.	<p>Reciting numbers 1 – 10.</p> <p>-Counting objects.</p> <p>-Copying number 7</p> <p><u>Copy</u></p> <p>7 7 7 7</p> <p>_____</p> <p>Circle the correct number.</p> <table><tr><td>7</td><td>7</td><td>7</td></tr><tr><td>2</td><td>2</td><td>2</td></tr><tr><td>6</td><td>6</td><td>6</td></tr></table> <p>Circle the correct number</p> <table><tr><td>3</td><td>3</td><td>3</td></tr><tr><td>4</td><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td><td>5</td></tr></table>	7	7	7	2	2	2	6	6	6	3	3	3	4	4	4	5	5	5	<p>-Explanation</p> <p>-Demonstration</p> <p>-Question and answer</p> <p>-Look and say</p> <p>-Listen and write</p> <p>-Discussion</p> <p>-Imitation</p> <p>-Discovery</p>	<p>-Recite rhymes.</p> <p>-Play lotto games.</p> <p>-Copying number 7.</p> <p>-Writing</p> <p>-Drawing for the number</p> <p>-Count and write numbers</p> <p>-Listen and write</p> <p>-Colour for the number</p> <p>-Circle the correct number</p> <p>-Write the number correctly</p> <p>-Find the given number</p>	<p>- Counters.</p> <p>- Lotto games.</p> <p>- Flash cards.</p> <p>- Jigsaws.</p> <p>-Charts</p> <p>-Classroom environment</p> <p>-Books</p> <p>-Pencils</p> <p>-Real objects</p> <p>-Chalkboard</p>	
7	7	7																								
2	2	2																								
6	6	6																								
3	3	3																								
4	4	4																								
5	5	5																								
7	1 to 3			<p>- Reciting numbers 1 – 10</p> <p>- Copying numbers 8.</p> <p><u>Copy</u></p> <p>8 8 8</p> <p>_____</p>	<p>- Explanation.</p> <p>- Demonstration</p> <p>- Question and answer.</p> <p>-Discussion</p> <p>-Illustration</p> <p>-Imitation</p> <p>-Discovery</p>	<p>Recite rhymes.</p> <p>Fit jigsaws.</p> <p>Copy number 8.</p> <p>Match numbers from 4 to 8</p> <p>-Writing numbers</p> <p>-Counting</p>	<p>- Jig saws</p> <p>-Flash cards</p> <p>Counters</p> <p>Charts</p> <p>-Chalkboard</p> <p>-Classroom environment</p> <p>-Pencils</p>																			

					-Listen and write	-Finding the given number	-Books	
				Match and write 6 8 ____ 7 6 <u>6</u> 8 7 ____ 4 5 ____ 5 4 ____	-Explanation -Discovery -Illustration -Demonstration -look and say -Imitation	-Identifying -Writing -Counting -Matching -Listen and write numbers 0-10	-Cards -Jigsaws -Chalkboard -Pencils -Books -Classroom environment	
8	1 to 3	Recognizing and describing numbers.	Enumerating objects.	Reciting numbers 1 – 10. Copying number 9. 9 9 9 ____ ____ ____ Copy number 10. 10 10 10 ____ ____ ____ Match and write 6 10 ____ 7 9 ____ 8 7 ____ 9 6 <u>6</u> 10 8 ____	- Explanation - Question and answer. - Guided discovery - Demonstration. - Look and say -Illustration -Listen and write -Discussion	-Singing number songs. -Playing lotto games. -Copy numbers. -Match and write numbers 1 – 10. -Sorting -Finding the number	- Single number cards. - Flash cards - Counters -Books -Pencils -Chalkboard -Real objects	

			Drawing pictures for the number and writing numbers	5 = 3 = 2 = 6 =	-Explanation -Demonstration -Question and answer -Discussion -Look and say -Discovery	-Drawing pictures -Writing -Finding -Colouring -Write correctly -Listen and write	-Flash cards -Single number card -Chalkboard -Pencils -Books -Real objects -Colours	
9	1 to 3	Recognizing and describing numbers.	I can tell similarities and differences among things and numbers	- Recognising numbers 1 – 10. - Role counting 1 – 10. -Identifying the different numbers 	-Explanation. -Demonstration. -Question and answer. -Discussion -Discovery -Look and say -Imitation	-Playing domino games. -singing number games. -Identifying the different number. -Ticking the given number -Writing -Matching --Counting	-Dominoes - Flash cards - Single number cards. -real objects -Pencils -Jigsaws -Books	Pg 45


10	1 to 3	Surveying, knowing and distinguishing the attributes of objects.	Classifying and ordering things.	<ul style="list-style-type: none"> - Recognising shapes. - Shading shapes. - Matching shapes. - Drawing shapes. - Tearing shapes. - Modelling shapes. <p>Copy and draw</p> 	<ul style="list-style-type: none"> - Playing lotto games. - Fitting Jig-saw Puzzles. - Matching same shapes. - Shading different shapes. - Drawing shapes -tearing -Naming orally -Sorting -Moulding 	<ul style="list-style-type: none"> - Explanation. - Demonstration. - Question and answer. - Grouping. -Look and say -Imitation -Discovery -Illustration -Discussion 	<ul style="list-style-type: none"> - Shape cut – outs. - Dominos - Shape flash cards. - Jig-saws. -Cut outs -Colours -Books -Pencils -Individual cards -Plastacine 	
				<p>Match</p> 	<ul style="list-style-type: none"> --Drawing -Shading -Matching Naming orally -Sorting -Fixing jigsaws. 	<ul style="list-style-type: none"> - explanation -demonstration -Question and answer -Discovery -Imitation -Look and say -Illustration 	<ul style="list-style-type: none"> - Jig-saw - Domino - Shape chart. -Colours -Cards -Pencils -Books -Chalkboard -Cut outs 	
















NB: All lessons begin with a rhyme or a song.



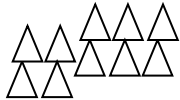


SCHEME OF WORK FOR LEARNING AREA 4 (.AGE RANGE: 3 – 4 YEARS) TERM III



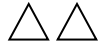
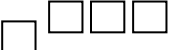




W K	PD	L/OUT COME	COMPETENCE	Suggested activities developmental CONTENT	METHODS	ACTIVITIES	L/AIDS	REF										
2	1 to 3	- Recognizing and describing numbers with competence s and confidence.	I can enumerate objects	- Counting by vote 1 – 10. -Counting objects 1 – 5. -Copying numbers. 1 – 5. <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	1	2	3	4	5						-Explanation. -Demonstration -Question and answer. -Illustration -Imitation -Look and say	-Counting numbers 1 – 10. - Copying number 1 – 5 - Fitting jig-saws. - Counting objects. - Reciting number Rhymes -Listen and write -Writing numbers -Identifying numbers -	-Flash cards. - Jig-saws - Single number cards. - Counters -Slates -Books -Pencils -Classroom environment	
1	2			3	4	5												
3	1 to 3			Copying number 6 – 10. <table><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	6	7	8	9	10									
6	7	8	9	10														








4	1 to 3	- Comparing things according to different attributes.	I can show one to one correspondence order.	<ul style="list-style-type: none"> - Counting by vote 1 – 10. - Recognising numbers 1 – 10. - Matching the same numbers. - Copying numbers 1-10. - Find the missing numbers 0 - 5 <p>0, 1, __, 3, __, 5</p> <p>0, __, 2, 3, __, 5</p> <p>0, __, __, 3, __, __</p> <p>0, 1, 2, __, 4, __</p>	<ul style="list-style-type: none"> - Explanation. - Demonstration - Question and answer - Discussion - Look and say - Illustration - Imitation - Listen and write 	<ul style="list-style-type: none"> - Counting - Matching - Fitting jig saws. - Counting objects - Reciting number rhymes. - Writing - Find the missing number - Recognising - Asking - Answering questions 	<ul style="list-style-type: none"> - Counters - Jig saws - Classroom environment - Pencils - Books 	
				<p>Find the missing 6 - 10</p> <p>6, 7, __, 9, 10</p> <p>6, __, 8, __, 10,</p> <p>6, 7, __, 9, __</p> <p>__, 7, 8, 9, __</p>				
5	1 to 3	- Recognizing and describing numbers	Showing one to one correspondence.	<ul style="list-style-type: none"> - Counting by vote. 1 – 10. - Recognising numbers 1 – 10. - Identifying the different number. - Cross out the different number. <p>_____</p>	<ul style="list-style-type: none"> - Explanation - Demonstration - Illustration - Look and say' - Imitation - Listen and write - Discussion 	<ul style="list-style-type: none"> - Counting. - Playing domino games. - Identifying numbers (different). - Reciting number rhymes. 	<ul style="list-style-type: none"> - Flash cards. - Dominoes - Single number cards. - Counters - Real objects - Pencils - Books 	

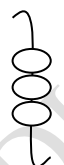


				$\begin{array}{ccc} 3 & 2 & 3 \\ 4 & 7 & 7 \\ 5 & 5 & 6 \end{array}$ <p>Ring the odd man out</p> $\begin{array}{ccc} 1 & 1 & 0 \\ 8 & 9 & 9 \\ 6 & 4 & 4 \end{array}$		<ul style="list-style-type: none"> -Writing -Counting -Recognizing -Asking and answering questions 	-Classroom environment	
6	1 to 3	- Surveying , knowing and distinguishing the attributes of objects.	-Classifying and ordering things.	<ul style="list-style-type: none"> - Colouring shapes. - Drawing shapes. - Matching similar shapes. <p>Shade</p> 	<ul style="list-style-type: none"> -Demonstration -Explanation. -Question and answer -Illustration -Discussion -Look and say -imitation 	<ul style="list-style-type: none"> - Colouring. - Matching - Drawing - Fitting jig-saws - Pasting with cereals, small papers, sand etc. -tearing 	<ul style="list-style-type: none"> -Shape -Jig-saws. -Real objects. -Chalkboard illustration. -Drawn shapes on papers. -Glue -Colours -Pencils 	

				<p><u>Match</u></p> <div>   </div> <div>   </div> <div>   </div> <div>   </div> <p><u>Copy and draw</u></p> <div>   </div> <div>   </div>	<ul style="list-style-type: none"> - Demonstration - Explanation - Question and answer - Illustration - Discussion - Imitation - Discovery - Look and say 	<ul style="list-style-type: none"> - Matching - Drawing - Shading - Drawing - Writing - Imitating - Sorting 	<ul style="list-style-type: none"> - Cereals. - Cut outs - Books - Pencils - Real objects - Colours 	
7	1 to 3	Surveying and distinguishing attributes of objects	I can classify and order things.	<p>- Matching objects to number 1- 5.</p> <div>    </div> <div> <p>3</p> <p>4</p> <p>1</p> <p>2</p> </div>	<ul style="list-style-type: none"> - Explanation - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Counting. - Copying - Drawing - Reciting a number game. 	<ul style="list-style-type: none"> -Flash cards. -Real objects. -Charts showing count and write. -Single number cards. -Chalkboard illustration. 	

				<p>Matching objects to numbers 6-10</p> <div>  9 </div> <div>  7 </div> <div>  6 </div> <div>  10 </div> <div>  8 </div>	<ul style="list-style-type: none"> - Explanation - Demonstration - Illustration - Imitation - Question and answer - Look and say 	<ul style="list-style-type: none"> - Writing - Counting - Matching - Drawing - Identifying - Listen and write 	<ul style="list-style-type: none"> - Flash cards - Real objects - Counters - Pencils - Books 	
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
8	1 to 3	Recognizing and describing numbers and their relations.	<p>Showing one to one correspondences</p> <p>-Counting by rote 1 – 10 -Recognizing numbers 1 -5. -Counting objects 1 – 5.</p> <p>Count and ring</p> <p> 4 3 </p> <p> 2 5 6</p> <p> 9 7 4</p> <p>Count and write</p> <p> = 2</p> <p> = _____</p> <p> = _____</p> <p> _____</p>	<p>- Explanation - Question and answer. - Demonstration. - Observation - Imitation - Look and say - Discussion - Illustration</p>	<p>-Counting numbers. -Ringing. -Counting objects. -Copying / writing. -Drawing. -Reciting number names. -Writing -Finding -Matching</p>	<p>- Flash cards - Real objects. -Chalkboard -Illustration -Books -Pencils -Classroom environment -Individual cards</p>	
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9	1 to 3	Recognizing , describing and representin g numbers.	Showing one to one correspondences.	<ul style="list-style-type: none"> - Counting objects 1 – 10. - Matching objects to numbers. - Counting and writing numbers 1 – 5. <p>Count and write.</p> <p>  1 </p> <p>  = <u> </u> </p> <p>  = <u> </u> </p> <p>  <u> </u> </p> <p>Count and shade for the number</p> <p>5 </p> <p>3 </p> <p>6 </p>	<ul style="list-style-type: none"> -Demonstration. -Guided discussion. -Question and answer. - Immitation -Look and say -Explanation -Illustration -Listen and write 	<ul style="list-style-type: none"> -Counting numbers. - Shading. - Counting objects - Copying / writing - Drawing - Reciting a number rhyme or singing a number song. -Finding -Identifying 	<ul style="list-style-type: none"> -Flash cards. -Real objects -Chalkboard Illustration. -Pencils -Books -Classroom environment -Colour -Paper 	
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

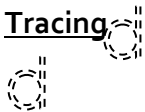






10	1 to 3	Recognizing numbers	Showing one to one correspondence.	<ul style="list-style-type: none">- Counting objects.- Counting numbers 1 – 10 by rote.- Identifying numbers 1 – 10.- Copying numbers 1 – 10.- Drawing pictures for the numbers <table><tr><td>1 △</td><td>2 ○○</td><td>3 △△△</td><td>4 ♡♡♡♡</td></tr></table> <p>6 = _____</p> <p>5 = _____</p> <p>9 = _____</p> <p>Draw beads for the number</p> <p>3 = </p> <p>10 = </p> <p>5 = </p>	1 △	2 ○○	3 △△△	4 ♡♡♡♡	<ul style="list-style-type: none">- Explanation- Demonstration- Question and Answer-Illustration-Guided discussion-Look and say-Imitation	<ul style="list-style-type: none">- Counting- Drawing- Writing- Singing songs related to numbers.-Identifying	<ul style="list-style-type: none">- Chalkboard illustration .- Real objects- Flash cards- pencils- books- counters- individual cards
1 △	2 ○○	3 △△△	4 ♡♡♡♡								


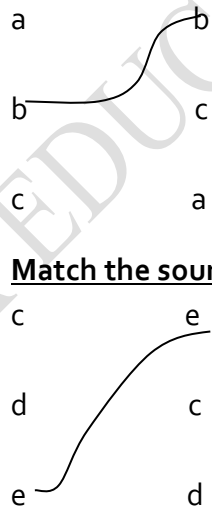
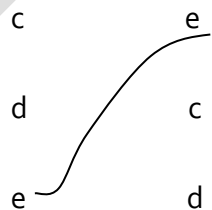
SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2, 3 - 4 YEARS TERM 1

W K	PD	L/OUT COME	COMPETENCE	CONTENT	ACTIVITY	METHODS	T/AIDS	REF
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2	1 to 5	Reading to enjoy	<p>I can recognize objects, pictures and letter shapes</p> <p>- Pronouncing -Sorting different objects -Participating in picture talks.</p> <p>Pasting</p>  <p>Shading</p>  <p>Tracing</p>  <p>Copying</p>   	<p>-Recognizing -Pronouncing -Singing songs -Sorting -Pasting -Shading -Tracing -Copying -Reciting -Showing the action-Scribbling</p>	<p>-Explanation -Demonstration -Look and say -Question and answer -Discussion -Imitation -Story telling -Illustration -Picture talk</p>	<p>-Real objects like saw dust, cereals. -Flash cards. -Letter picture dominoes. Letter cut outs -Picture books</p>	Learning frame work page 56
3	1 to 5	Reading to enjoy	<p>- Pronouncing -Sorting different objects -Participating in picture talks.</p> <p>Copying letter sound b.</p>  <p>Shading</p>  <p>Tracing</p> 	<p>- Sorting - Shading - Pasting - Recognizing - Pronouncing - Singing and rhyming - Tracing - Showing the action - Sorting</p>	<p>- Explanation - Demonstration - Question and answer - Look and say - Illustration - Imitation - Story telling - Picture talk</p>	<p>- Flash cards - Real objects - Chalk board illustration. - Letter cut outs - Picture books</p>	

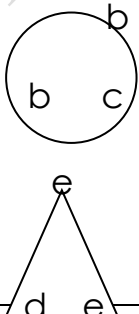
				<u>Copying</u> b b b _____				
4	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	-Sorting different objects. -Participating in picture talks. <u>Pasting</u>  <u>Shading</u>  <u>Tracing</u>  <u>Copying</u> C C C _____	-Pronunciation -Sorting -Shading -Pasting -Tracing -Copying -Singing -Showing the action -Recognising	-Explanation -Demonstration -Discussion -Look and say -Illustration -Imitation -Story telling -Picture talk	- Real objects - Flash cards - Picture to sound - dominoes	

5	1 to 2			Sound d <u>Pasting</u>  <u>Shading</u> 	-Rhyming and singing -Listen and write the learnt sound.									
5	3 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	-Sorting different objects -Participating in picture talks. <u>Tracing</u>  <u>Copying</u>  _____    Copying <table border="1" data-bbox="743 1013 1127 1170"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>							- Tracing - Copying - Pasting - Shading - Sorting - Writing - Copyin - Rhyming and singing - Showing actions for the sound - Listen and write	-Explanation -Demonstration -Question and answer - Discussion - Look and say -Imitation -Story telling -Illustration	- Real objects - Flash cards - Letter picture dominoes.	
6	1 to 2			Letter sound 'e' <u>Pasting</u>  <u>Shading</u> 										

6	3 to 5		I can recognize objects, pictures and letter shapes.	<ul style="list-style-type: none">- Sorting different objects.- Participating in picture talks <p>Tracing</p>  <p>Copying</p> <table><tr><td>e</td><td>e</td><td>e</td></tr><tr><td></td><td></td><td></td></tr></table>	e	e	e				<ul style="list-style-type: none">- Tracing- Pronouncing- Copying- Singing- Imitating- Sorting- Showing the action of the sound- Shading- Writing- Writing- Reciting.	<ul style="list-style-type: none">-Explanation-Demonstration-Recitation-Look and say.-Imitation-Discussion-Illustration-Story telling	<ul style="list-style-type: none">- Flash card-Saw dustReal objects (i.e cereals)Letter picture dominoesChalkboard use.	
e	e	e												
7	1 to 3	Reading to enjoy	<ul style="list-style-type: none">-I can recognize objects, picture and letter shapes.-Showing one to one correspondence.	<ul style="list-style-type: none">-Sorting different objects.-Matching the same letter sounds.  <p>Match the sounds</p>  <p>Match the sounds</p>	<ul style="list-style-type: none">-Singing songs-Recognizing-Pronouncing-Matching-Reciting-Writing-Sorting-Finding the given sound-Imitating-Sand and play-Shading-Pasting-Fixing single jigsaws-Listen and write	<ul style="list-style-type: none">- Explanation- Role recitation- Demonstratio n- Look and say- Question and answer- Discussion- Imitation- Illustrtaion- Story telling	<ul style="list-style-type: none">-Real objects-Flash cards-Chalkboard illustration-Letter dominoes.							

				a e b a c b d e e d	the learnt sound			
7	4 to 5	Reading to enjoy	I can recognize objects, picture and letter shapes.	Circle the same sounds a a e b c b Circle the same. d e d c c b a e a	- Singing songs - Rhyming - Recognising - Sounds - Pronouncing - Circling - Reciting - Shading the same sounds.	- Explanation - Question and answer. - Demonstration - Discussion	- Flash cards - Real objects. - Colours - Chalkboard illustration	
8	1 to 2	Reading to enjoy	I can recognize objects, picture and letter shapes. -Showing one to one correspondence.	Colour the same sounds c c a d e d Colour the same e b e	- Action showing - Pronunciation - Imitating	Demonstrations Discussion Explanation Imitation Illustration Look and say		

				<u>a a d</u>	- Sorting - Showing a ction			
8	3 to 5			- Sorting different objects. - Matching and writing the same letter sounds. a  <u>b</u> b c _____ c a _____ <u>Match and write</u> c  <u>e</u> d c _____ e d _____ <u>Match the sounds and write</u> a e _____ b b _____  <u>c</u> d a _____	- Singing songs - Recognising - Pronouncing - Matching - Reciting - Writing	- Explanation - Role recitation - Demonstration - Look and say - Question and answer	- Real objects - Flash cards - Chalkboard use. - Charts - Letter cutouts.	

				e d _____				
9		Reading to enjoy	I can recognize objects, picture and letter shapes.	<ul style="list-style-type: none"> - Listen and write - Writing - Recognising - Tick the given or same - Reciting - finding the odd man out - Showing actions for the learnt sounds. - . 	- Copying Copying letter sounds a – e <div style="border: 1px solid black; display: inline-block; padding: 2px;">a b c d e</div>	<ul style="list-style-type: none"> - Explanation - Demonstration - Discussion - Question and answer - Look and say - Listen and write - Imitation - Discovery - Illustration 	<ul style="list-style-type: none"> - Real objects - Flash cards - Jigsaws - Dominoes - Lotto games. 	
10	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes	Circling the same sounds 	<ul style="list-style-type: none"> - Reciting rhymes - Recognising letters - Pronouncing - Action showing - Shading 	<ul style="list-style-type: none"> - Explanation - Demonstration - Phonic method 	Flash cards Letter dominoes Real objects Chalkboard	



					Writing Sorting Listen and write - Reading - Circling	- Look and say illustration. - Discussion - Question and answer - Listen and write - Imitation - Illustration		
						-		

SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2(3 - 4 YEARS) TERM II

W K	PD	L/OUT COME	COMPETENCE	Suggested activities CONTENT	developmental	METHODS	ACTIVITIES	L/AIDS	REF
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2	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes	<div><div>- Sorting different objects.</div><div>- Participating in picture talks.</div><div>- Copying letters a - e</div><div><table><tr><td>a</td><td>a</td><td>a</td></tr><tr><td></td><td></td><td></td></tr></table></div><div><table><tr><td>b</td><td>b</td><td>b</td></tr><tr><td></td><td></td><td></td></tr></table></div><div><table><tr><td>c</td><td>c</td><td>c</td></tr><tr><td></td><td></td><td></td></tr></table></div><div><table><tr><td>d</td><td>d</td><td>d</td></tr><tr><td></td><td></td><td></td></tr></table></div><div><table><tr><td>e</td><td>e</td><td>e</td></tr><tr><td></td><td></td><td></td></tr></table></div></div>	a	a	a				b	b	b				c	c	c				d	d	d				e	e	e				<div><div>- Explanation</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div><div>- Question and answer.</div></div>	<div><div>- Recite rhymes</div><div>- Recognition</div><div>- Pronouncing</div><div>- Reading</div><div>- Copying</div></div>	<div><div>- Real objects</div><div>- Flash cards</div><div>- Chalkboard use.</div><div>- Letter dominoes</div></div>	Learning frame work page 56
a	a	a																																				
b	b	b																																				
c	c	c																																				
d	d	d																																				
e	e	e																																				
2	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes. Showing one to one correspondence.	<div><div>-Sorting different objects.</div><div>-Matching the same letter sound</div><div>Match the sounds and write</div><div>a e</div></div>	<div><div>- Explanation</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div>	<div><div>- Singing songs</div><div>- Reciting letters</div><div>- Recognizing</div><div>- Pronouncing</div></div>	<div><div>- Flash cards</div><div>- Lotto games</div><div>- Chalkboard illustration</div></div>																															

				<p>b c</p> <p>c b</p> <p>d a</p> <p>e d</p> <p>Match and write</p> <p>a c _____</p> <p>b a _____</p> <p>c b _____</p> <p>Match and write</p> <p>c e _____</p> <p>d c _____</p> <p>e d _____</p> <p>Match and write</p> <p>a e _____</p> <p>b d _____</p> <p>c a _____</p> <p>d c _____</p> <p>e b _____</p>	- Question and answer.	- Matching - Writing	- Real objects - Letter dominoes.	
3	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	<p>- Sorting different objects.</p> <p>- Participating in picture talks.</p>	<p>- Explanation</p> <p>- Denomination</p>	<p>- Recognition</p> <p>- Pronouncing</p>	<p>- Real object</p> <p>- Flash cards</p> <p>- Slates</p>	

				<div>Copying letter f – j</div> <table><tr><td>f</td><td>f</td><td>f</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>g</td><td>g</td><td>g</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>h</td><td>h</td><td>h</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>i</td><td>i</td><td>i</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>j</td><td>j</td><td>j</td></tr><tr><td></td><td></td><td></td></tr></table>	f	f	f				g	g	g				h	h	h				i	i	i				j	j	j				<div>- Look and say</div> <div>- Discussion</div>	<div>- Reciting</div> <div>- Copying</div> <div>- Singing</div>	<div>- Pieces of chalk</div> <div>- Charts</div>	
f	f	f																																				
g	g	g																																				
h	h	h																																				
i	i	i																																				
j	j	j																																				
3	1 to 5	Reading to enjoy	<div>I can recognize objects, pictures and letter shapes. Showing one to one correspondence</div> <div><div>fj</div><div>gf</div><div>hg</div><div>ih</div><div>ji</div></div> <div><div>Match and write</div><div><div>f</div><div>h</div><div>g</div><div>h</div></div><div><div>h</div><div>f</div><div>g</div><div>h</div></div></div> <div><div>- Sorting different objects</div><div>- Matching the same letter sounds.</div><div>- Explanation</div><div>- Demonstration</div><div>- Question and answer</div><div>- Discussion</div><div>- Look and say story telling.</div></div> <div><div>- Reciting</div><div>- Recognition</div><div>- Pronouncing</div><div>- Reading</div><div>- Matching</div><div>- Writing</div></div> <div><div>Slates</div><div>Flash cards</div><div>Real objects</div><div>Letter dominoes.</div></div> <td></td>																																			

				<p>Match and write</p> <p>h j _ j _</p> <p>i h _ _</p> <p>j i _ _</p> <p>Match and write</p> <p>f i j _ j _</p> <p>g f _ _</p> <p>h g _ _</p> <p>i h _ _</p> <p>j i _ _</p>				
3	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	<ul style="list-style-type: none">- Sorting different objects.- Cicing the same letter sounds.- Recognising letters. <p>(e) f (e) f</p> <p>g i i g</p> <p>Circle the same sounds</p> <p>(c) (c) b</p>	<ul style="list-style-type: none">- Explanation- Denomination- Discussion- Question and answer	<ul style="list-style-type: none">- Singing songs- Recognizing- Pronouncing- Reading- Circling	<ul style="list-style-type: none">- Flash cards- Real objects- Chalkboard use	

				<div>h j h</div> <hr/> <div>Circle the same letter sounds</div> <div>e i i</div> <hr/> <div>f h f</div>				
4	1 to 3	Reading to enjoy	I can recognize objects, pictures and letter shapes.	<ul style="list-style-type: none"> - Sorting different objects. - Copying letters k - p <div> <div>k l m</div> <div>n o p</div> <div>q r s</div> </div>	<ul style="list-style-type: none"> - Explanation - Demonstration - Discussion - Look and say - Question and answer 	<ul style="list-style-type: none"> - Singing songs - Reciting sounds - Recognizing - Pronouncing - Reading copying 	<ul style="list-style-type: none"> - Letter dominoes - Slates - Real objects - Flash cards - Chalkboard illustration 	
4	4 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes. Showing one to one correspondence.	<ul style="list-style-type: none"> - Sorting different objects. - Matching the same letter sounds. <div> <div>k l m n o</div> <div> </div> </div>	<ul style="list-style-type: none"> - Explanation - Denomination - Discussion - Question and answer - Look and say 	<ul style="list-style-type: none"> - Singing - Recognizing - Pronouncing - Reading - Matching - Writing. 	<ul style="list-style-type: none"> - Real object - Flash cards - Slates 	

5	1 to 5			tick the same k o o l k k m l l n m m o n n				
6	1 to 5	Reading to enjoy	Introducing vowels	- Reciting vowels - Copying vowels a e i o u Vowel "a" a a a a Forming two letter words of "a" a-t at a-m am a-n an a-s as a-dd add	- Explanation - demonstration - illustration - look and say - imitation - question and answer	- reciting vowels - Copying (i) - writing - forming - listen and write - showing actions		

				<u>Form words</u> a-t _____ Introducing (i) vowel Form words i-t it i-n in i-f if i-s is				
8	1 to 5	Reading to enjoy		Introducing vowel (o) Forming words o-n on o-f of o-ff off o-k ok o-dd odd o-x ox	- Explanation - Demonstration - Discussion - Look and say - Question and answer. - imitation - illustration' - listen and write	- Singing songs - Recognizing - Pronouncing - Reading - Reciting - Circling - matching - writing - listen and write	- Flash cards - Slated - Chalkboard illustration	
9	1 To 5			Introducing syllables of vowel "a" b-a ba c-a ca d-a da f-a fa r-a ra m-a ma	- reciting - pronouncing - recognizing - matching - copying the same - writing - imitating - listen and write	- explanation - demonstratio n - discussion - look and say - imitation - illustration - question and answer	- flash cards - slates - jig saws - chalkboard - books - pencils	

10	1			Forming three letter words of vowel "a" Ba-g bat Ma -t mat Ca-t cat	<ul style="list-style-type: none"> - reciting - pronouncing - recognizing - matching - Drawing - writing - imitating - listen and write 	<ul style="list-style-type: none"> - explanation - demonstratio - imitation - illustration 	<ul style="list-style-type: none"> - flash cards - slates - jig saws - chalkboard - books - pencils 	
	To							
	5							

SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2 (3 - 4 YEARS) TERM III

W K	PD	L/OUT COME	COMPETENCE	Suggested activities developmental CONTENT	METHODS	ACTIVITIES	L/AIDS	REF										
2	1 to 5	Reading to enjoy, acquire knowledge and understanding.	I can recognize objects, pictures and letter shapes	- Copying letters a – z <table><tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	a	b	c	d	e						- Explanation	- Recite rhymes	- Real objects	Learning frame work page 56
a				b	c	d	e											
	- Demonstration	- Recognizing	- Slates															
	- Discussion	- Pronouncing	- Flash cards															
				- Copying letters k – o <table><tr><td>k</td><td>l</td><td>m</td><td>n</td><td>o</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	k	l	m	n	o						- Look and say	- Reading	- Chalkboard illustration	
k	l	m	n	o														
					- Question and	- Copying												







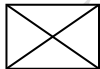
				<table><tr><td>p</td><td>q</td><td>r</td><td>s</td><td>t</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	p	q	r	s	t						answer.	- Writing	- Single letters															
p	q	r	s	t																												
				<table><tr><td colspan="5">Letter sound q</td></tr><tr><td>q</td><td>q</td><td>q</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Letter sound q					q	q	q								- Action showing	- Showing actions	- Classroom environment										
Letter sound q																																
q	q	q																														
					- Illustration	- Matching																										
					- Imitation	- Imitation	- Pencils																									
					- Listen and write	- Story telling	- Books																									
						- Listen and write	- Picture books																									
2	2 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	-Copying letters r - u <table><tr><td>r</td><td>r</td><td>r</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>s</td><td>s</td><td>s</td></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td>t</td><td>t</td><td>t</td></tr><tr><td></td><td></td><td></td></tr><tr><td>u</td><td>u</td><td>u</td></tr><tr><td></td><td></td><td></td></tr></table>	r	r	r				s	s	s				t	t	t				u	u	u				- Explanation	- Recognizing	- Flash cards	
r	r	r																														
s	s	s																														
t	t	t																														
u	u	u																														
					- Demonstration	- Pronouncing	- Slates																									
					- Discussion	- Reading	- Real objects																									
					- Question and answer.	- Copying	- Single letters																									
					- Look and say																											

3	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes. Showing one to one correspondence	<ul style="list-style-type: none">- Sorting different objects- Matching the same letter sounds. <p>q u</p> <p>r q</p> <p>s r</p> <p>t s</p> <p>u t</p> <p><u>Circle the correct letter</u></p> <p>p d</p> <p>r r</p> <p>t t</p> <p>k k</p> <p>s s</p>	<ul style="list-style-type: none">- Explanation- Denomination- Discussion- Question and answer- Look and say- illustration- demonstration- Listen and write- imitation- action showing	<ul style="list-style-type: none">- Reciting rhymes- Recognition- Pronouncing- Reading- Matching- Circling- Recognising- Writing- Action showing- identifying	<ul style="list-style-type: none">- Flash cards- Real objects- Slates- Letter dominoes- Chalkboard illustration											
4	1 to 5	Reading to enjoy	<ul style="list-style-type: none">- I can recognize objects, pictures and letter shapes.	<p>Copying vowels</p> <table><tr><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Fill in the missing</p>	a	e	i	o	u						<ul style="list-style-type: none">- Explanation- Demonstration- Discussion- Question and answer- Look and say- Matching copying	<ul style="list-style-type: none">- Reciting- Recognition- Pronouncing- Reading- Copying- Singing songs- imitating	<p>Flash cards</p> <ul style="list-style-type: none">- Real objects- Slates- Letter dominoes- Chalkboard illustration.	
a	e	i	o	u														

				a _ _ _ _ Simple words wit two at, up, an, on in it	- Illustration - Imitation - Listen and write	- writing - circling - Matching - Copying		
5	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	- Syllables of vowel "a". Forming words of vowel "a" ba la fa ca ma ra Forming words ba g bag ca -t cat ma-t mat ra - t rat	- Explanation - Discussion - Question and answer - Demonstration - Look and say - Imitation - Listen and write - Illustration	- Recognizing - Pronouncing - Reading - Matching - Colouring - Forming words - Drawing picture - Shading - Writing - Listen and write - naming pictures - imitating - Find the given word	- Real objects - Flash cards - Chalkboard use - Letter picture dominoes - books - pencils - colours - papers - pictures - classroom environment	

6	1 to 5	Reading to enjoy	I can recognize objects, pictures and letter shapes.	<p>Syllables of vowel "e"</p> <p>Forming words of the given syllables</p> <p>Be te se ge se he re</p> <p>Forming words</p> <p>be – d bed</p> <p>pe – n pen</p> <p>he – n hen</p> <p>te – n ten</p>	<ul style="list-style-type: none"> - Explanation - Demonstration - Discussion - Question and answer - Look and say - illustration - Listen and write - Action showing 	<ul style="list-style-type: none"> - Recognizing - Pronouncing - Reading - Ticking - Drawing pictures - Writing - Naming - Shading - Matching - Listen and write 	<ul style="list-style-type: none"> - Flash cards - Real objects - Letter cut outs - dominoes - Books - Pencils - Chalkboard - Colours - Pictures 	
7				<p>Syllables of vowel "o"</p> <p>Bo po go ho</p> <p>Forming words</p> <p>Bo – x box</p> <p>Ho – t hot</p> <p>Bo – y boy</p> <p>Po – t pot</p>	<ul style="list-style-type: none"> - Explanation - Demonstration - Discussion - Question and answer - Look and say - illustration - Listen and write - Action showing 	<ul style="list-style-type: none"> - reciting - Underlining - Drawing pictures - Writing - Naming - Shading - Matching - Listen and 	<ul style="list-style-type: none"> - cards - real objects - cut outs - dominos - pencils - books - colours 	

						write		
8	1 To 5			Learning variety of words tin bus pin bag hen pig pot lag box bun cup tap net ten fan gun pat hut	- redaing - pronouncing - drawing - naming - writing - circling - matching	- explanation - illustration - demonstration - look and say - discussion - action showing	- flash cards e.g charts - books - pencils - real objects - real objects - individual cards	

9	1 To 5			<p>Match words to pictures</p> <p>bag </p> <p>cat </p> <p>tin </p> <p>Name the pictures</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>	<ul style="list-style-type: none"> - Pronouncing - reading - drawing - matching - fill in the missing sound - match pictures to sounds - match sound to word - find the odd man out - underline the given word 	<ul style="list-style-type: none"> - explanation - demonstratio - n - look and say - discussion - illustration 	<ul style="list-style-type: none"> - cards - charts - books - pencils - real objects - chalkboard 	
10	Do revision for all learnt work.							