

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM I

Learning area 2: Interacting with exploring, knowing and using my environment

Wk	Day	Learning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1	1 To 5	- Knowing who I am in the environment	- Taking care of myself for proper growth and development	- I can tell my name, age, birthday, names of my parents, describe my environment (home) and where I go to learn.	- Talk about yourself, sex, age. - Mention names of my parents. - Mention where I live. - Mention where I go to learn.	Discussion Picture description Explanation Recitation Imitation Dramatization	- naming - matching - drawing - shading - modeling - pasting - role playing - jig saws	- picture compositions - flash cards - paper work - glue - dough/clay - cereals - coloured pencils - crayons - art brushes - paint - food colour	- Teachers resource	
2 to 3	1 to 5	- Identifying and naming different parts of the body and their uses.	- Taking care of myself for proper growth and development	- I can name my body parts and confidently describe activities performed by different body parts.	- Associating my body parts and their different functions e.g. - eye – seeing - , shading tears - nose – smelling - tongue – tasting - ears – hearing - toes/legs – walking - teeth – chewing, biting - fingers – writing, eating	Explanation Discussion Role playing Recitation Demonstration	- drawing - filling in missing parts - singing - demonstrate - matching - naming - jig saws/joining - modeling - reciting rhymes - poems - prayer	- jig saws - picture interpretation	- LFW Pg 33	

4 to 5	1 to 5	- Caring for our body	- Taking care of myself for proper growth and development	- I can talk about different ways of caring for our body parts	- Reciting rhymes about the importance of keeping our body clean. - Talking about the dangers of protecting our bodies. e.g Not leaning the nose, bathing, brushing the teeth, cutting finger nails short, etc.	Discussion Explanation Role playing Demonstration Singing Reciting a prayer.	- role playing - Joining of pictures to form a story sequence. - Praising and thanking God for the body gifts. - Playing listening - games	- tooth brush - water - sponge - soap - comb - razor blade - tooth paste	- LFW Pf 28	
6 to 7	1 to 5	- Knowing how to keep and take care of my environment	- Taking care of myself for proper growth and development	- I can locate the place where I live/stay.	- Knowing the name of the home/village. - Location of the home. - Naming things that make up a home e.g kitchen, toilet, bedroom, bathroom, etc - Knowing proper places where to keep pets/ animals at home. - mention family members (nuclear and extended family) - Roles of family members (Simplify the roles)	Discussion Explanation Demonstration Recitation Singing Story telling	- modeling - drawing - naming - cutting - pasting - picture description - matching - shading - painting - joining - jig saws	- jig saws - scrap books - charts - paper work - dough/clay - colours - paint - books - paint brushes - scissors - paint	- LFW Pg 20 Teachers resource	
8	1	- Knowing	- Taking care of	- I can locate the	- Other things		-	-	-	

to 9	to 5	how to keep and take care of my environmen t	myself for proper growth and development	place where I live/stay.	<p>found in a home e.g birds and animals kept at home which are eaten e.g cows, goats, pigs, hens, sheep, rabbit, ducks, etc</p> <ul style="list-style-type: none"> - Animals which are kept at home and are not eaten, e.g dog, donkey, horse, camel. - Uses of animals - Cows, goats and sheep give us meat, skin, milk, manure, etc - Turkeys, hens, ducks give us eggs, chicken - Rabbits give us meat and skin - Dogs keep the homes and are pets - Donkeys, horses and camels transport people, carry luggage and are pets 					
10	1 To	- Surveying, knowing and distinguishi	- Taking care of myself for proper growth and	- I can classify things	- Filling in the missing parts. e.g missing parts of a car,	Explanation Demonstrati on	- filling in the missing parts of the	- Bottle tops, cut outs, counters	- LF Pg 42	

	5	ng the attributes of objects.	development		face, pot, house, tree, etc - Completing the pattern .eg		objects. - Completing the given patterns.	- paper work		
11		- Revision	-	-	-		-	-	-	

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM II
Learning area 1: Relating with others in acceptable way.

Wk	Day	Learning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 To 5	- Keeping healthy and practicing good health habits	- Taking care of myself for proper growth and development	- I can identify food that is good for my health. -	- Naming foods eaten at home and at school. - identifying good food to be eaten. - Identifying sources of food e.g garden, market, shops, lakes, etc. - Explaining the importance of eating clean fresh foods and safe drinks. - Explaining the importance of washing hands before and after eating food. - Talking about foods that make up a balanced diet. - Identifying foods which aren't eaten.	- discussion - explanation - demonstration - role playing - recitation - dramatizing	Grouping the food Naming foods and drinks Singing songs Reciting rhymes Praising God for the gift of food and drinks Telling stories Drawing and colouring foods and drinks. Helping in preparing food. Advising the parents on good feeding Modeling and pasting Types of foods Making scrap books about food/drinks	Real foods and drinks Magazine Clay/dough Papers and colours Glue and cereals	- LFW Pg 36 – 37	-
3	1	- Caring for	- Taking care of	- I can protect and	- Naming clothes	- discussion	Naming	Paper	- LFW Pg	-

and 4	to 5	the body	myself for proper growth and development	care for my body.	we wear - drawing types of clothes. - Explaining the importance of wearing clothes. - Role playing the safety of keeping clothes. - Cutting out types of clothes - Matching clothes to definite parts. - displaying types of clothes according to colours, sizes, sex	- explanation - demonstration	clothes Drawing and colouring Cutting and sticking Pasting with cereals Displaying cutouts Painting the colours	work Scissors Colours Glue Cereals Paint Brushes	10-20	
5 And 6	1 To 5	- exploring and knowing my immediate environment	- Taking care of myself for proper growth and development	- I can identify , care,. talk about plants in my environment	- The children to practice planting, caring of seedlings. - Tell uses of plants , food, fruits, flowers, decorations, wood, medicine, shade/shelter, manure, grass, firewood, etc. - Observing and respecting pictorial environmental messages/signs	- Discussion - demonstration - explanation - role playing	Naming plants they know Creating a class garden with vegetables Watering the seedlings Transplanting the seedlings to the garden from the nursery beds. Drawing and naming plants at	Hoes Slashers Trowels Seeds Manure Strings	- LFW 19-20	-

					e.g “Keep off grass.” - To have a field trip to watch the nature of plants.		home and at the learning centre. Singing and reciting simple compositions about plants.			
7 And 8	1 To 5	- Knowing and appreciating important places in my environment	- Taking care of myself for proper growth and development	- I can make use of the important places and things responsibly.	- Naming important places around home or school e.g police stations, clinic, hospitals, churches, mosques, markets, stadiums, schools. - talking about their importance - naming people found in each place. - Role playing/dramatizing activities done at each place. - Carrying out educational visits to the mentioned places. - Telling stories or news. - Listening to a resourceful person	- discussion - explanation - demonstration - role playing - discovery	Naming important places Drawing pictures Narrating short stories Dramatizing the roles of each Paying visits to any nearby place.	Pictures Magazine Scrap books Newspapers Photographs Costumes e.g policeman, doctors,	- Resourceful people - LFWW Pg 21	

9	1 To 5	- Experimenting and understanding the concept of movement in the environment	- Taking care of myself for proper growth and development	- I can compare and contrast different kinds of transport in my environment	<ul style="list-style-type: none"> - Naming things/means we used for transport. - bicycles, cars, buses, trains, wheel barrows, motorcycles, donkeys, aeroplanes, boats, etc - Talking about different ways of transport. e.g road transport, water transport, air transport, rail transport. - Drawing the means of transport used. - Identifying common means in and out the environment. - Modeling, drawing, colouring everyday means - Singing and reciting rhymes related to transport - talking about the zebra crossing and people who help us. 	-				-	
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					- talking about different kinds of roads.					
10	1 To 5	- Identify dangers and taking precautions of keeping safe and avoiding accidents	-	- I can keep my environment clean and guard against dangerous things. - I am sensitive to dangerous things and can respond to safety rules.	- Talking about dangerous things in our environment e.g sharp objects (Broken things), snake bites, road accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc. - Talking about first aid and what should be done to common accidents. - Drawing and naming dangerous things. - Talking about safety rules. - Watching film shows /CD's - Singing and reciting poems. - Role playin situations	- discussion - demonstra tion - role playing - explanatio n	Naming dangerous things Talking about precautions Drawing, colouring, modeling Singing Reciting Role playing about dangerous situations Watching film shows Dramatizing/ practicing safety rules.		LFW Pg 22 and 38	

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM III

Learning area 1: Relating with others in acceptable way

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 To 5	- Identifying, taking interest in and observing people around me.	- Taking care of myself for proper growth and development	- I can show acceptable behavior to people in my immediate environment e.g parents, guardians and care givers.	<ul style="list-style-type: none"> - Naming people we stay with in the environment. - Talking about how acceptable behaviours using appropriate language can be done to make - requests - extending sympathy - apologizing - responding to when called - inquiring about things - practicing good health habits - talking turns, obeying and following rules - asking for permission - telling the truth - playing games that show good behavior - 	<ul style="list-style-type: none"> - discussion - demonstration - explanation - role playing - recitation 	Naming people Naming good and bad behaviours Playing games Dramatizing Reciting Singing Picture talk Telling news	Pictures Film shows	- LFW Pg 14 Resourceful person	-

Learning area 2: Interacting with exploring, knowing and using my environment

2	1 to 5	- Exploring and knowing my immediate environment	- Taking care of myself for proper growth and development	- I can care and value my environment	- The children name the daily practices they perform. - sweeping - mopping - dusting - cleaning the home and the school - Children practice sweeping the rooms and compound. - They practice dusting and arranging things properly - Draw and name the actions.	- discussion - demonstration	Sweeping Mopping Dusting Cleaning Drawing and naming	Brooms Water Basin Detergent Dustbins Papers Pencils	- LFW Pg 20	-
3	1 to 5	- Creating, appreciating, expressing myself through artwork	- Taking care of myself for proper growth and development	- I can draw, model and paste pictures.	- Drawing and painting freely according to what is given .e. playing in the garden - my home - at the market - my school - my birthday - Modeling with clay - pasting pictures with seeds, banana fibres, papers, etc	- Demonstration - discussion - explanation	Drawing and painting pictures Modeling pictures with clay/dough Pasting pictures	Papers Paint Clay Cereals Glue Painting brushes Water Containers Banana fibres	- Pg 26	-

Learning area 3.Taking care of myself for proper growth and development

4 and 5	1 To 5	- Using the sense of touching and feeling to describe things and situations.	- Taking care of myself for proper growth and development	- I can differentiate between textures, temperatures and forms of objects.	<ul style="list-style-type: none"> - Naming things which are; - Soft & hard - smooth & rough - heavy & light - hot and cold - Sorting objects into different forms. - Playing guess games - water play - sand play - playing with different textures e.g soil, flour, etc - talking about many things that the hands can do. - Singing songs about uses of hands. - Thanking God for the gift of hands by praying and singing. 	<ul style="list-style-type: none"> - Discussion - explanation - demonstration 	Naming things according to textures, temperatures and their nature forms Sorting objects Playing/ role playing Singing and praying	Stones Sand Sugar Flour Cotton Beans Hot water/tea Hot and cold milk water	-	
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Learning area 5: Developing and using Mathematical concepts in my day to day experiences

6 And 7	1 To 5	- Comparing things according to different attributes	- Taking care of myself for proper growth and development	- I can show relations among things in a serial order.	- Comparing and sorting pupils into two groups based on a particular criteria - - big - small - tall - short - hard - soft - Arranging several things in order a long dimension and describing relationship - The longest one - the tallest one - The fattest - The shortest - Arranging things into 3 groups dimensions and describing the relations. - big - bigger – biggest - long-longer – longest	- discussion - explanation - demonstration	- sorting pupils according to height and weight. - Arranging things in order - arranging things into 3 groups dimensions and describing relations.	Real objects	LFW Pg 43	-
8 and 9	1 To 5	- Using appropriate measuring units, instruments and formulas in a variety of contexts	- Taking care of myself for proper growth and development	- I can describe positions, distances, directions and respond to instructions and commands. - I can compare and order things.	- responding to instructions and commands. - Describing positions using the vocabulary i.e near, far, in –out, up and	- Demonstration - discussion - explanation	- obeying commands - describing positions - playing games - reciting rhymes - measuring	Cards with commands Class/group situation Concrete materials	LFW Pg 46 and 53	-

					down. - Playing games showing positions - reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near) - Working and comparing concrete materials using ;light, heavy, heavier (mass) - Empty , full, less, more (Capacity) - longer, shorter, wider, tall, short (length)		and comparing things			
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