

**SCHEME OF WORK WRITING 0 – 3 YEARS FIRST TERM 2024**

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| **WK** | **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 writing 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**    **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 backward   (\ \ \ ) | * Identifying - Recognizing * reciting a rhyme * tracing * writing * scribbling * sorting * Rhymes | Eye hand coordination | Pencils  Books  Hands | 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 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   ( ) | * 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. | * Symbols of writing curve backward and curve forward   ( ) | * reciting a rhyme * tracing * writing * sorting * matching * shading | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |

**SCHEME OF WORK WRITING 0 – 3 YEARS SECOND TERM 2024**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **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) 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 letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing curve upwards (U) curve downwards (∩)   U ∩ 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**  **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 sound (v)   V V V | * Reciting tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard  chalk  Papers | 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 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 2024**

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| **WK** | **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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * Reciting * tracing * writing * sorting * pasting * shading | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  Glue  slates | Early childhood Pg 57 |