



### 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"> <li>- Naming people we stay with in the environment.</li> <li>- Talking about how acceptable behaviours using appropriate language can be done to make</li> <li>- requests</li> <li>- extending sympathy</li> <li>- apologizing</li> <li>- responding to when called</li> <li>- inquiring about things</li> <li>- practicing good health habits</li> </ul>	<ul style="list-style-type: none"> <li>- discussion</li> <li>- demonstration</li> <li>- explanation</li> <li>- role playing</li> <li>- recitation</li> </ul>	Naming people Naming good and bad behaviours Playing games Dramatizing Reciting Singing Picture talk Telling news	Pictures Film shows	- LFW Pg 14 Resourceful person	-

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					<ul style="list-style-type: none"> <li>- talking turns, obeying and following rules</li> <li>- asking for permission</li> <li>- telling the truth</li> <li>- playing games that show good behavior</li> <li>-</li> </ul>					
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### 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	<ul style="list-style-type: none"> <li>- The children name the daily practices they perform.</li> <li>- sweeping</li> <li>- mopping</li> <li>- dusting</li> <li>- cleaning the home and the school</li> <li>- Children practice sweeping the rooms and compound.</li> <li>- They practice dusting and arranging things properly</li> <li>- Draw and name the actions.</li> </ul>	<ul style="list-style-type: none"> <li>- discussion</li> <li>- demonstration</li> </ul>	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	- 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 i.e.	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- discussion</li> <li>- explanation</li> </ul>	Drawing and painting pictures	Papers Paint Clay Cereals Glue	- Pg 26	-

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		through artwork			<ul style="list-style-type: none"> <li>playing in the garden</li> <li>- my home</li> <li>- at the market</li> <li>- my school</li> <li>- my birthday</li> <li>- Modeling with clay</li> <li>- pasting pictures with seeds, banana fibres, papers, etc</li> </ul>		Modeling pictures with clay/dough Pasting pictures	Painting brushes Water Containers Banana fibres		
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### 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"> <li>- Naming things which are;</li> <li>- Soft &amp; hard</li> <li>- smooth &amp; rough</li> <li>- heavy &amp; light</li> <li>- hot and cold</li> <li>- Sorting objects into different forms.</li> <li>- Playing guess games</li> <li>- water play</li> <li>- sand play</li> <li>- playing with different textures e.g soil, flour, etc</li> <li>- talking about many things</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- explanation</li> <li>- demonstration</li> </ul>	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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					<p>that the hands can do.</p> <ul style="list-style-type: none"> <li>- Singing songs about uses of hands.</li> <li>- Thanking God for the gift of hands by praying and singing.</li> </ul>					
<b>Learning area 5: Developing and using Mathematical concepts in my day to day experiences</b>										
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.	<p>- Comparing and sorting pupils into two groups based on a particular criteria</p> <ul style="list-style-type: none"> <li>- big - small</li> <li>- tall - short</li> <li>- hard - soft</li> <li>- Arranging several things in order a long dimension and describing relationship</li> <li>- The longest one</li> <li>- the tallest one</li> <li>- The fattest</li> <li>- The shortest</li> <li>- Arranging things into 3 groups dimensions and describing the relations.</li> </ul>	<p>- discussion</p> <p>- explanation</p> <p>- demonstration</p>	<p>- sorting pupils according to height and weight.</p> <p>- Arranging things in order</p> <p>- arranging things into 3 groups dimensions and describing relations.</p>	Real objects	LFW Pg 43	-

					<ul style="list-style-type: none"> <li>- big - bigger – biggest</li> <li>- long-longer – longest</li> </ul>					
8 and 9	1 To 5	<ul style="list-style-type: none"> <li>- Using appropriate measuring units, instruments and formulas in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Taking care of myself for proper growth and development</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe positions, distances, directions and respond to instructions and commands.</li> <li>- I can compare and order things.</li> </ul>	<ul style="list-style-type: none"> <li>- responding to instructions and commands.</li> <li>- Describing positions using the vocabulary i.e near, far, in –out, up and down.</li> <li>- Playing games showing positions</li> <li>- reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near)</li> <li>- Working and comparing concrete materials using ;light, heavy, heavier (mass)</li> <li>- Empty , full, less, more (Capacity)</li> <li>- longer, shorter, wider, tall, short (length)</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- discussion</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- obeying commands</li> <li>- describing positions</li> <li>- playing games</li> <li>- reciting rhymes</li> <li>- measuring and comparing things</li> </ul>	Cards with commands Class/group situation Concrete materials	LFW Pg 46 and 53	-