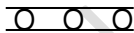
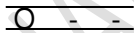

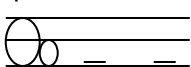
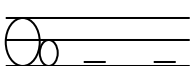

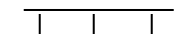
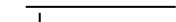
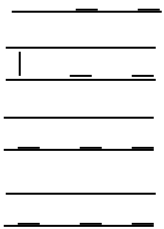

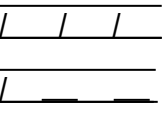
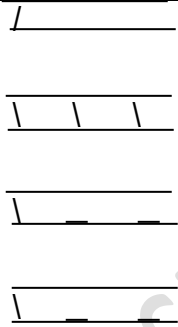
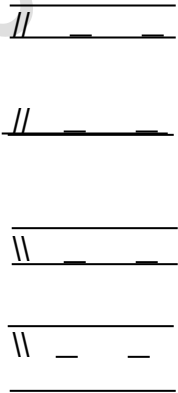
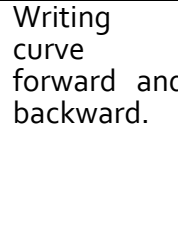
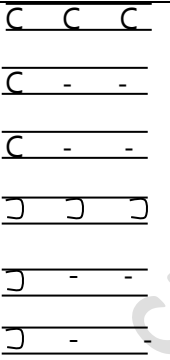
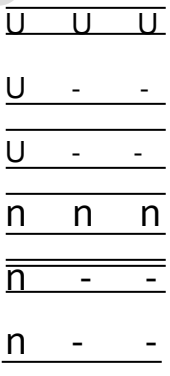
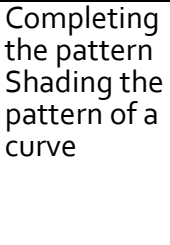


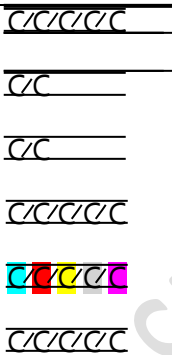
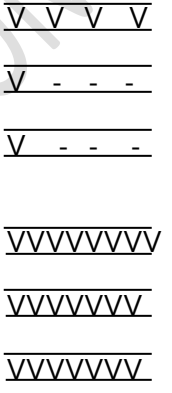
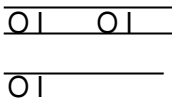
SCHEME OF WORK FOR WRITING FOR MIDDLE CLASS TERM I

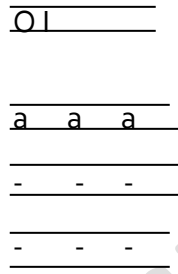
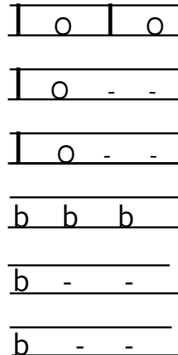
Wk	PD	L/Area	L/Outcome	Competence	Content	L/Activities	Skills	L/Aids	Ref
1	1	- Develop and use our language appropriately.	- Writing different kinds of factual and imaginative task, depicting appropriate letter formation.	- I can use my hands and eyes to perform different activities as instructed.	Writing symbols of one round as a ball.   	- Writing - Copying - Completing the symbols	- Eye hand coordination - Gripping	- Books - Pencils	LF Page 57
	2	- Develop and use our language appropriately.	- Writing different kinds of factual and imaginative task, depicting appropriate letter formation.	- I can coordinate my eyes and hands effectively.	Copying the symbol. Shading the pattern.   	- Writing the symbols - Colouring the pattern. - Completing the symbols.	- Eye and hand coordination	- Books, pencils and colours	LF pg 37
2	1	-	- Writing different kind of factual and imaginative tasks. - Depicting appropriate letter formation	- I can use my hands and eyes to perform different . activities as instructed	Symbols of writing standing sticks (I) and sleeping stick(—)  	- Writing, copying the symbols, writing letter patterns	- Eye and hand coordination	- Pencils, books, pupils' hands	LF Pg 57

									
	2	-	<ul style="list-style-type: none"> - Writing different kind of factual and imaginative tasks. - Depicting appropriate letter formation 	<ul style="list-style-type: none"> - I can use my hands and eyes to perform different activities as instructed 	<p>Writing the pattern of a standing and sleeping stick.</p> 	<ul style="list-style-type: none"> - Writing the pattern and completing the pattern. 	<ul style="list-style-type: none"> - Eye and hand coordination 	<ul style="list-style-type: none"> - Pencils - Books 	LF Pg 57
3	1	<ul style="list-style-type: none"> - Developing and using my language appropriately 	<ul style="list-style-type: none"> - Writing different kinds of and imaginative tasks depicting appropriate letter formation, creativity and writing skills 	<ul style="list-style-type: none"> - Use my hands and eye to perform different activities as instructed 	<p>Writing slanting stick forward and backward</p> 	<ul style="list-style-type: none"> - Writing the symbols in the air using a hand, fingers - Writing symbols in their books. 	<ul style="list-style-type: none"> - Eye and hand coordination sharing 	<ul style="list-style-type: none"> - Books - Pencils 	LF Pg 57

									
	2	- Developing and using my language appropriately	- Writing different kinds of and imaginative tasks depicting appropriate letter formation, creativity and writing skills	- Use my hands and eye to perform different activities as instructed	<p>Writing the pattern of a slanting stick i.e back and forward sticks.</p> 	- Completing the pattern - Writing	- Eye and hand coordination	- Books - Pencils	LF Pg 57
4	1 & 2	- Developing and using my language appropriately	- Writing different kinds of factual and imaginative letter formation creativity and writing skills	- Use my eyes and hand to perform different activities as instructed.	<p>Writing curve forward and backward.</p> 	- Writing symbols using different body parts like hands - Writing them in the	- Eye and hand coordination - Sharing - Listening	- Slates - Chalkboard - Books - Pencils	

						ari - Writing them on chalkboard one at a time - Copying and writing them in their books.			
5	1 & 2	- Developing and using my language appropriately	- Writing different kinds of factual and imaginative letter formation creativity and writing skills	- Use my eyes and hand to perform different activities as instructed.	Writing curve forward and backward. 	- Writing symbols in the air - Completing symbols in their books	- Eye and hand coordination - Sharing	- Slates - Chalk - Books and pencils	LF Pg 57
6	1 & 2	- Developing and using my language appropriately	- Writing different kinds of factual and imaginative tasks depicting appropriate letter. - Formation creativity and writing skills	- Use my hands and eyes to perform different activities as instructed.	Completing the pattern Shading the pattern of a curve 	- Completing the pattern of a curve going/facing forward - Shading - Colouring a curve	- Eye and hand coordination - Shading	- Books - Pencils and colours	LF Pg 57

						facing forward			
7	1 & 2	- Developing and using my language appropriately	- Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills.	- Use my hand and perform different activities as instructed	Completing pattern Colouring the pattern. 	- Complete the pattern shading - Colouring the pattern	- Eye and hand coordination - Sharing	- Books and pencil	LF Pg 57
8	1 & 2	- Developing and using language appropriately	- Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills	- Use my hands and eyes to perform different activities as instructed.	Writing the symbol on the letter sound "a" 	- Writing the letter - Copying	- Eye and hand coordination - Listening - Speaking	- Slates - Chalk - Books and pencils	




									
9	1 & 2				<p>Writing the symbol on the letter sound "b"</p> 	<ul style="list-style-type: none"> - Writing - Completing - Copying 	<ul style="list-style-type: none"> - Eye and hand coordination - Listening - speaking 	<ul style="list-style-type: none"> - Slates books and pencils 	LF Pg 57
10	1 & 2	- Developing and using language appropriately	- Writing different kinds of factual and imaginative tasks depicting appropriate letter formation	- Use my hands and eyes to perform different activities as					




			creativity and writing skills	instructed.					
--	--	--	-------------------------------	-------------	--	--	--	--	--


SCHEME OF WORK FOR READING MIDDLE CLASS- TERM ONE











Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem								
1	1 TO 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none">- Use single sound flash cards and teach sounds.- Teacher shows the sound of the card and pupils read it,	<ul style="list-style-type: none">- Demonstration- discussion	<ul style="list-style-type: none">- Reading- matching	<ul style="list-style-type: none">- Big card and small cards										
2	1 to 2	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none">- Read sound a – c- Recognize d – f <table border="1"><tr><td>a</td><td></td><td></td><td></td></tr><tr><td>d</td><td></td><td></td><td></td></tr></table> <p>Copy the same sound.</p>	a				d				<ul style="list-style-type: none">- Tracing- Reciting- Writing	<ul style="list-style-type: none">- Writing- Colouring- sounding			
a																	
d																	







				<div></div> <table><tr><td>a</td><td>a</td><td>a</td><td>a</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div><ul style="list-style-type: none">- read sound 1 – f- Recognize g – l- Trace sound b</div> <table><tr><td>b</td><td>b</td><td>b</td><td>b</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	a	a	a	a					b	b	b	b									
a	a	a	a																						
b	b	b	b																						
2		Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div><ul style="list-style-type: none">- Read letter sounds a – i- recognize g – i- Copy the same sound</div> <div></div> <table><tr><td>c</td><td>c</td><td>c</td><td>c</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div><ul style="list-style-type: none">- Reciting sound a – i- Read sound a – f- Recognize g – i- Trace the given sound.</div> <div></div> <table><tr><td>d</td><td>d</td><td>d</td><td>d</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div><ul style="list-style-type: none">- Copy the same</div>	c	c	c	c					d	d	d	d					<div><ul style="list-style-type: none">- Reading- writing- Demonstration- Discussion- Look and say</div>	Reading Writing Matching Colouring sounding	<div><ul style="list-style-type: none">- Big cards- Small cards- Charts</div>		
c	c	c	c																						
d	d	d	d																						


				<div>sound</div> <div></div> <table> <tr><td>e</td><td>e</td><td>e</td><td>e</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <div>-</div>	e	e	e	e																	
e	e	e	e																						
3	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div>- Read sounds a – f</div> <div>- Recognize j – i</div> <div>- Trace the given sound</div> <div></div> <table> <tr><td>f</td><td>f</td><td>f</td><td>f</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <div>- Copy the same</div> <table> <tr><td>d</td><td>d</td><td>d</td><td>d</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	f	f	f	f					d	d	d	d					<div>- Reading</div> <div>- writing</div> <div>- Demonstration</div> <div>- Discussion</div> <div>- Look and say</div>	<div>Reading</div> <div>Writing</div> <div>Matching</div> <div>Colouring</div> <div>sounding</div>	<div>- Big cards</div> <div>- Small cards</div> <div>- Charts</div>		
f	f	f	f																						
d	d	d	d																						
				<div>- Match the same sounds</div> <div>- a</div> <div>- e</div> <div>- b</div> <div>- a</div> <div>b</div> <div>a</div> <div>f</div> <div>e</div> <div></div> <div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>- Reading</div> <div>- writing</div> <div>- Demonstration</div> <div>- Discussion</div> <div>- Look and say</div>	<div>Reading</div> <div>Writing</div> <div>Matching</div> <div>Colouring</div> <div>sounding</div>	<div>- Big cards</div> <div>- Small cards</div> <div>- Charts</div>	Teachers collection																	
4	1 to 5	Listening with acuity for information and enjoyment and responding	I can respond and differentiate between sounds and locate different directions.	<div>- Reciting sound a – i</div> <div>- Recognize the correct sound written</div> <div>-</div>	<div>- Discussion</div> <div>- demonstration</div>	<div>- sounding</div> <div>- colouring</div>	<div>- flash cards with sound</div>																		






		appropriately in a wide range of situations.		<div><div><div>b</div><div>d</div><div>p</div></div><div><div>b</div><div>d</div><div>p</div></div></div> <div><div>- Circle the given sound.</div><table><tr><td>d</td><td>z</td><td>z</td><td>d</td></tr><tr><td>e</td><td>x</td><td>e</td><td>x</td></tr><tr><td>f</td><td>y</td><td>y</td><td>f</td></tr><tr><td>c</td><td>c</td><td>s</td><td>s</td></tr></table></div> <div>- Recite the sounds a-j</div> <div></div> <div><div>- Colouring</div><div>- Matching</div><div>- circling</div></div> <div>- flash cards with sounds.</div> <td></td> <td></td>	d	z	z	d	e	x	e	x	f	y	y	f	c	c	s	s		
d	z	z	d																			
e	x	e	x																			
f	y	y	f																			
c	c	s	s																			
		Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div><div>- matching the same sounds</div><div><div><div>f</div><div>c</div><div>e</div><div>b</div></div><div><div>b</div><div>e</div><div>f</div><div>c</div></div></div></div> <div>- circle the correct sound for the picture</div> <div></div> <div></div> <div><div>- matching</div><div>- Ring the correct</div><div>- tracing</div></div> <div>- explanation</div> <div>-</div> <div>-</div> <div>-</div> <td></td> <td></td>																		

				b c d t a e 					
5	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Colour for the sound a – h b =    c =    - Match to the picture  a c  f 	- Demonstration - Discussion - Look and say - Brain storming	- Colouring - Drawing - crossing - Writing	- cards - charts - real objects		

6	1	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Draw the given sound b - _____ h - _____ e - _____ Cross the different sound b d b b c a c c e i e e	- Discussion - demonstration - play way	- copy the same	- BB illustration - flash cards with sound - stencil work - exercise books		
	to								
	5								

7	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Write sound for the picture</p>  _____  _____  _____  _____ <p>Tick sound for the picture</p>  p c r  b f h	<p>- Discussion</p> <p>- demonstration</p> <p>- Look and say</p> <p>- Brain storming</p>	<p>- Writing</p> <p>- Ticking</p> <p>- Circling</p> <p>- Shading</p>	<p>- Real objects</p> <p>- Charts</p> <p>- Cards</p> <p>- Books and pencils</p>		
---	--------------	---	---	---	--	--	---	--	--

8	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Teacher will give listen and write on learnt words and sounds</p> <p>Fill in the given sound "a"</p> <p>b__t b__g t__p p__n r__g</p> <p>Read and draw</p>  <p>Fill in the missing sound</p> <p>p__t m__n b__g S—m</p>	<p>- Discussion</p> <p>- demonstration</p> <p>- Look and say</p> <p>- Brain storming</p>	<p>- Writing</p> <p>- Listening</p> <p>- Reading</p> <p>- Filling in the missing sound</p> <p>-</p>	<p>- Pencils</p> <p>- Flash cards</p> <p>- charts</p>		
---	--------------	---	---	--	--	---	---	--	--

9	1	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Naming objects	- Question and answer	- Reading	- Pencils		
	10 5			 _____  _____  _____  _____  _____ Read and draw tin _____ cup _____ book _____ bag _____ pot _____ bed _____ tree _____	- Discussion - Discovery - Demonstration	- Naming - Drawing - Colouring - Writing	- Flash cards - Real objects		

1 0	1	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none">- Introducing consonant "h"- Recite sound "a" "h"- Recognise sound "h"- Read sound "h" and write words with sound "h"	<ul style="list-style-type: none">- Explanation- Illustration- Demonstration- Story telling	<ul style="list-style-type: none">- Reading- Reciting rhymes- Writing- Sorting	Flash cards						
	To 5			<table border="1"><tr><td>h</td><td>h</td></tr><tr><td>hut</td><td>house</td></tr></table> <p>Introducing sound "j"</p> <p>Recite sound "j"</p> <p>Read and write "j"</p> <p>Words with sound "j"</p> <table border="1"><tr><td>j</td><td>j</td></tr><tr><td>jug</td><td>jacket</td></tr></table> <p>Introducing sound "k"</p> <p>Recite sound "a" - "k"</p> <p>Recognise "k"</p> <p>Read sound "k" and words with sound "k"</p> <table border="1"><tr><td>k</td><td>k</td></tr><tr><td>kite</td><td>kettle</td></tr></table>	h	h				hut	house	j	j
h	h												
hut	house												
j	j												
jug	jacket												
k	k												
kite	kettle												

MIDDLE CLASS- TERM TWO,SCHEME OF WORK FOR READING

Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem																		
2	1 TO 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing consonant "h"</p> <ul style="list-style-type: none">- Recite sounds "a – h"- recognize sound h- read sound "h" and write words with sound "h" <table border="1"><tr><td>h</td><td>h</td><td>h</td></tr><tr><td>hut</td><td>hen</td><td>house</td></tr></table> <p>Introducing consonant j</p> <ul style="list-style-type: none">- recite sound "j"- recognize sound "j"- read sound j and write words with sound j <table border="1"><tr><td>j</td><td>j</td><td>j</td></tr><tr><td>jug</td><td>jacket</td><td>jik</td></tr></table> <p>Introducing consonant "k"</p> <ul style="list-style-type: none">- recite sounds a – k- recognize sound k- read sound k and words with sound k <table border="1"><tr><td>k</td><td>k</td><td>k</td></tr><tr><td>kite</td><td>kit</td><td>kettle</td></tr></table>	h	h	h	hut	hen	house	j	j	j	jug	jacket	jik	k	k	k	kite	kit	kettle	<ul style="list-style-type: none">- Explanation- Illustration- Demonstration- story telling- look and say	<ul style="list-style-type: none">- Reading- writing- sorting- copying- reciting sounds- recognizing the different sounds	<ul style="list-style-type: none">- flash card- books- pencils- charts	Teachers collection	
h	h	h																									
hut	hen	house																									
j	j	j																									
jug	jacket	jik																									
k	k	k																									
kite	kit	kettle																									

3	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions <table><tr><td>l</td><td>l</td><td>l</td></tr><tr><td>leaf</td><td>leg</td><td>lamp</td></tr></table> Introducing sound "m" <table><tr><td>m</td><td>m</td><td>m</td></tr><tr><td>man</td><td>mat</td><td>moon</td></tr></table> Introducing consonants n – r <table><tr><td>n</td><td>n</td><td>n</td></tr><tr><td>neck</td><td>nail</td><td>nest</td></tr></table>	l	l	l	leaf	leg	lamp	m	m	m	man	mat	moon	n	n	n	neck	nail	nest	- Introducing consonant "l" - Recite sounds a – m - Read sound "l" - Write sound "l" -Explanation -Illustration -Demonstration Look and say discussion	-reading Writing Copying Reciting sounds matching - - flash cards - word chart - chalkboard illustration	Teachers collection
l	l	l																						
leaf	leg	lamp																						
m	m	m																						
man	mat	moon																						
n	n	n																						
neck	nail	nest																						
4	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions <table><tr><td>p</td><td>p</td><td>p</td><td>p</td></tr><tr><td>pen</td><td>pot</td><td>pink</td><td>pencil</td></tr></table> Introducing consonant "r"	p	p	p	p	pen	pot	pink	pencil	- Illustration -Explanation -Demonstration -look and say discussion	-Reading -Writing Copying Matching Crossing understanding	- flash cards - word chart - chalkboard illustration	Teachers collection									
p	p	p	p																					
pen	pot	pink	pencil																					

				<ul style="list-style-type: none">- Recite sounds n – z- recognize sound r- Read sound r- Write sound r and the words. <table><tr><td>r</td><td>r</td><td>r</td></tr><tr><td>rain</td><td>rat</td><td>rabbit</td></tr></table> <p>Introducing sound "s"</p> <ul style="list-style-type: none">- Recite sounds n – z- recognize sound "s"- Write sound "s" and words <table><tr><td>S</td><td>S</td><td>S</td><td>S</td></tr><tr><td>Sna ke</td><td>Sun</td><td>Sta r</td><td>sto ol</td></tr></table>	r	r	r	rain	rat	rabbit	S	S	S	S	Sna ke	Sun	Sta r	sto ol					
r	r	r																					
rain	rat	rabbit																					
S	S	S	S																				
Sna ke	Sun	Sta r	sto ol																				
5	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing sound "t"</p> <ul style="list-style-type: none">- Recite letters n – z- recognize sound "t"- Read sound "t"- Write sound "t" and the words. <table><tr><td>t</td><td>t</td><td>t</td></tr><tr><td>tap</td><td>tree</td><td>tin</td></tr></table> <p>Introducing sound "v"</p> <ul style="list-style-type: none">- Recite letter n – z- Recognize sound V- Read sound V- Write sound v and the words. <table><tr><td>v</td><td>v</td><td>v</td></tr><tr><td>van</td><td>vest</td><td>vim</td></tr></table> <p>Introducing sound "w"</p>	t	t	t	tap	tree	tin	v	v	v	van	vest	vim	<p>-Explanation</p> <p>-Illustration</p> <p>-Demonstration discussion</p>	<p>-Reading</p> <p>-Writing Copying Listen and write colouring</p>	<p>- flash cards</p> <p>- word chart</p> <p>- puzzle</p> <p>- jig saws</p>	Teachers collection			
t	t	t																					
tap	tree	tin																					
v	v	v																					
van	vest	vim																					

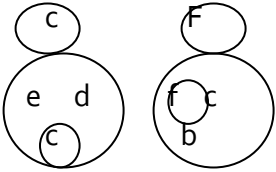
				<ul style="list-style-type: none">- recite sound n – z- Recognize sound w- Read sound “w”- Write sound w and the words. <table><tr><td>w</td><td>w</td><td>w</td></tr><tr><td>watch</td><td>wall</td><td>water</td></tr></table>	w	w	w	watch	wall	water																							
w	w	w																															
watch	wall	water																															
6	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing sounds “n -z”</p> <ul style="list-style-type: none">- recite sound n – z- Recognize sound y- Read sound “y”- Write sound y and the words. <table><tr><td>Y</td><td>Y</td><td>Y</td></tr><tr><td>Yes</td><td>Yellow</td><td>yam</td></tr></table> <p>Introducing sound n - z</p> <ul style="list-style-type: none">- recite sound n – z- Recognize sound z- Read sound “z”- Write sound z and the words. <table><tr><td>z</td><td>z</td><td>z</td></tr><tr><td>zip</td><td>zebra</td><td>zoo</td></tr></table> <p>Read and match</p> <table><tr><td>h</td><td>snake</td></tr><tr><td>z</td><td>hut</td></tr><tr><td>j</td><td>pot</td></tr><tr><td>m</td><td>jug</td></tr><tr><td>p</td><td>mat</td></tr><tr><td>s</td><td>zip</td></tr></table>	Y	Y	Y	Yes	Yellow	yam	z	z	z	zip	zebra	zoo	h	snake	z	hut	j	pot	m	jug	p	mat	s	zip	<ul style="list-style-type: none">-Explanation- Illustration- Discussion- Look and say	<ul style="list-style-type: none">-Reading-Writing-Copying-Reciting-sounds matching	<ul style="list-style-type: none">- flash cards- charts- jig saws- dominos	Teacher’ collection	
Y	Y	Y																															
Yes	Yellow	yam																															
z	z	z																															
zip	zebra	zoo																															
h	snake																																
z	hut																																
j	pot																																
m	jug																																
p	mat																																
s	zip																																
7	1 to 5	Listen with acuity form information,	I can respond to different sounds	<ul style="list-style-type: none">- Introducing syllables with vowels “a”	-Explanation	-Reading	- Chart																										


		enjoyment and responding appropriately in a wide range of situations	and locate different directions	ba-g = bag ba-t _____ ba-n _____ ba-r _____ Introducing syllable "ca" c-a = ca ca <ul style="list-style-type: none"> t = cat r = car n = can p = cap Introducing syllable "da" d-a = da da <ul style="list-style-type: none"> m = dam rk = dark n = dan 	-Illustration -Demonstration -Look and say	-Writing	- Flash cards		
8	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllable "fa"</u> f-a = fa fa <ul style="list-style-type: none"> t = fat n = fan r = far <u>Introducing syllable "ga"</u> g-a = ga ga <ul style="list-style-type: none"> p = gap m = gam s = gas <u>Introducing syllable "ma"</u> m-a = ma ma-t = mat ma-d = mad ma-p = map	-Explanation -Illustration -Demonstration Look and say	-Reading -Writing	- chart with syllable - flash cards	Teachers collection	

9	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Matching syllables with the words</u> <div> <div>ba</div> <div>ca</div> <div>da</div> <div>fa</div> <div>ga</div> <div>ha</div> <div>ma</div> </div> <div> <div>hat</div> <div>gas</div> <div>mad</div> <div>cat</div> <div>bag</div> <div>dam</div> <div>fan</div> </div>	-Illustration -Explanation -Demonstration	-Reading -matching -Writing	Syllable chart Cards	Teach er's collec tion	
				<u>Fill in the missing sound</u> <div> <div>cat</div> <div>bag</div> <div>hat</div> <div>mat</div> <div>fan</div> </div> <div> <div>c_t</div> <div>b_g</div> <div>h_t</div> <div>m_t</div> <div>f_n</div> </div>					
10	1 To 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllables with vowel "e"</u> <div> <div>be = be</div> <div>bed</div> <div>hen</div> <div>bell</div> <div>ben</div> </div> <div> <div>key</div> <div>desk</div> <div>get</div> </div> <div> <div>be</div> <div>d =</div> <div>n =</div> <div>l =</div> </div>	-Explanation -Illustration -Demonstration	-reading -Writing copying	- Chart having syllables . - Flash cards	LFW	
				<u>Introducing more syllables of "e"</u>					

				bend sent	set sell					
--	--	--	--	--------------	-------------	--	--	--	--	--




MIDDLE CLASS- TERM THREE ,SCHEME OF WORK FOR READING

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1		Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills.	I can use my hands and eyes to perform different activities as instructed.	Introducing the letter sounds using the phonic method. a, b, c, d, e, f, ---- Circle the given sounds.  Match sounds to	<ul style="list-style-type: none"> - Phonic method - Discovery - Discussion - Demonstration - Question and answer - Look and say - illustration 	<ul style="list-style-type: none"> - Reciting a rhyme - Reading letter sounds - Circling the sounds. - matching sound to pictures. - Matching sounds to 	<ul style="list-style-type: none"> - single letter sounds. - Work cards - pictures - real objects - flash cards - puzzles or 	LFW pg 56	

				<p>pictures</p> <p>c</p> <p>f</p> <p>g</p>  <p>Match sounds to words</p> <p>m sun</p> <p>t boy</p> <p>b mat</p> <p>s tin</p> <p>Joining puzzles of pictures and words learnt.</p>		<p>words.</p> <p>- Joining puzzles to form a picture.</p>	<p>dominoes</p> <p>- paper work</p> <p>-</p>		
2.	1 to 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<p>- Reciting a rhyme</p> <p>- Reading the letter sounds.</p> <p>f g h i j</p> <p>- Matching sounds to words</p> <p>f jug</p> <p>g insect</p> <p>h fan</p> <p>i goat</p> <p>j hill</p> <p>- Identifying the first letter sound for the word.</p>	<p>- Phonic</p> <p>- look and say</p> <p>- Question and answer</p> <p>- Discovery</p> <p>- Discussion</p> <p>- Demonstration</p> <p>- Story telling</p>	<p>- Reciting a rhyme</p> <p>- Reading the letter sounds using the correct pronunciation.</p> <p>- Matching sounds to words.</p> <p>- Sorting letter sounds.</p>	<p>- Single letter sound.</p> <p>- Flash cards</p> <p>- paper work</p> <p>- Work cards.</p>		

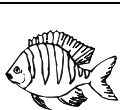

				bed <u>b</u> sun ____ mat ____ hut ____ tree ____ duck ____ - Cicing the first letter sound for given words <table><tr><td>bag</td><td>c</td><td>b</td><td>t</td></tr><tr><td>mat</td><td>m</td><td>c</td><td>d</td></tr><tr><td>tin</td><td>o</td><td>s</td><td>t</td></tr></table>	bag	c	b	t	mat	m	c	d	tin	o	s	t		<ul style="list-style-type: none">- Circle the first letter sound.- Underlinin g the first letter sounds.- Writing letter sounds.			
bag	c	b	t																		
mat	m	c	d																		
tin	o	s	t																		
3	1 To 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<ul style="list-style-type: none">- singing a song about letters.- Sounds to make a two letter word a – t = at a – n = _____ a – s = _____ i – s = _____ i – f = _____ o – n = _____ i – t = _____ a – m = _____ u – p = _____- Listening to the correct pronunciation of the new built words- Reading the words correctly.- Writing the words	<ul style="list-style-type: none">- Look and say- Phonic- Discovery- Explanation- Illustration- Demonstratio n	<ul style="list-style-type: none">- Singing- Reading the letter sounds.- Joining the sounds to make a word.- Listening and saying the words.- Reading the words correctly.- Building the words.- Constructi ng the sentences.- Writing the	<ul style="list-style-type: none">- Single letter cards.- Flash cards.- B/board- Books and pencils- slates- papers.														










				<p>correctly.</p> <ul style="list-style-type: none"> - Listen and write at an it on in is am - Building the words using small letters. b__t = bat - Identifying the first initial sound. - Using the words in short sentences - It is a tin <p><u>Suggest development activities</u></p> <ul style="list-style-type: none"> - matching to the same words <p>at on an if it an if at on an etc</p>		<p>words and sentences.</p> <ul style="list-style-type: none"> - Sorting the letter sound. - matching to the same words. 			
4	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<ul style="list-style-type: none"> - singing a song about syllables - Reading sounds joined to form syllables e.g <p>ba ca da fa ga na etc</p>	<ul style="list-style-type: none"> - Discussion - Discovery - Demonstration - Question and answer - Explanation - Story telling 	<ul style="list-style-type: none"> - Singing a song - Reading letter sounds. - Forming syllables - Forming 	<ul style="list-style-type: none"> - Single letter sounds. - Flash cards. - Single syllable cards. 	LFW Pg 56	

				<div>- It is a fat cat. Suggested developmental activities Read, draw and write</div> <table><tr><td></td><td></td></tr><tr><td>fan</td><td>bat</td></tr><tr><td></td><td></td></tr><tr><td>star</td><td>bag</td></tr><tr><td></td><td></td></tr><tr><td>hat</td><td>car</td></tr><tr><td></td><td></td></tr><tr><td></td><td>banana</td></tr></table> <table><tr><td></td><td></td></tr><tr><td>mat</td><td>cat</td></tr><tr><td></td><td></td></tr><tr><td>fan</td><td>rat</td></tr><tr><td></td><td></td></tr></table>			fan	bat			star	bag			hat	car				banana			mat	cat			fan	rat							
fan	bat																																		
star	bag																																		
																																			
hat	car																																		
	banana																																		
mat	cat																																		
fan	rat																																		
5	1 to 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter	I can read, write letters words and sentences	<div>- Singing a song about syllables. - Reading syllables with vowel "e" e.g</div>	<div>- Rote method - Discussion - Discovery - Explanation - Question and</div>	<div>- Singing - Reading syllables - identifying syllables</div>	<div>- syllable cards - paper work - b/board</div>																												

		formation, creativity and writing skills		ke me ne re we tell etc - identifying the syllables as given. - Writing the syllables - Forming words using the syllables. g _____ b _____ be { d _____ st _____ g _____ t _____ le { ss _____ g _____ st _____ we { nt _____ <u>Suggested</u> <u>developmental</u> <u>activities</u> - Constructing short sentences using the words orally. - Reading the	answer - Demonstratio n	- Sorting syllables - Writing syllables - Forming words. - Constructi ng sentences - Reading sentences. - Writing sentences. - Drawing pictures	- books and pencils - reading cards - Single words cards.		
--	--	--	--	---	-------------------------------	---	--	--	--

				<p>sentences.</p> <p>- Writing short sentences.</p> <p>e.g</p> <p>Here is a peg.</p> <p>I have two legs.</p> <p>My bed is here.</p> <table><tr><td></td><td></td></tr><tr><td>bed</td><td>ten</td></tr><tr><td></td><td></td></tr><tr><td>bell</td><td>seven</td></tr><tr><td></td><td></td></tr><tr><td>hen</td><td>pencil</td></tr><tr><td></td><td></td></tr><tr><td>zebra</td><td>dress</td></tr></table>			bed	ten			bell	seven			hen	pencil			zebra	dress					
bed	ten																								
bell	seven																								
hen	pencil																								
zebra	dress																								
6	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<p>- Role playing about Jack and Jill</p> <p>- Reading syllables with vowel "i"</p> <p>e.g</p> <p>bi fi hi</p> <p>ti ri mi etc</p> <p>- Sorting syllables from others.</p> <p>- Writing syllables.</p>	<p>- Role playing</p> <p>- Phonic</p> <p>- Look and say</p> <p>- Whole sentence.</p> <p>- Discovery</p> <p>- Explanation</p> <p>- Demonstration</p> <p>- Question and answer.</p>	<p>- Role playing.</p> <p>- Reading syllables.</p> <p>- Forming syllables.</p> <p>- Sorting syllables.</p> <p>- Writing syllables.</p> <p>- Forming words.</p>	<p>- Puppets</p> <p>- Single cards.</p> <p>- B/board</p> <p>- Books and pencils</p> <p>- Reading cards.</p> <p>- Single word cards.</p>																		

			<div><div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div></div><div><div><div>ll</div><div>_____</div></div><div><div>s</div><div>_____</div></div><div><div>hi</div><div>t</div><div>_____</div></div><div><div>d</div><div>_____</div></div></div><div><div><div>n</div><div>_____</div></div><div><div>ll</div><div>_____</div></div><div><div>wi</div><div>sh</div><div>_____</div></div><div><div>g</div><div>_____</div><div>etc</div></div></div><div><div><div>- Forming words using the syllables.</div><div>- Constructing simple sentences using the words formed.</div><div>Jill has a big pig.</div><div>It is a hill.</div><div>This is a dust bin.</div><div>- Reading and drawing</div><div><table><tr><td></td><td></td></tr><tr><td>fish</td><td>tin</td></tr><tr><td></td><td></td></tr><tr><td>dish</td><td>six</td></tr><tr><td></td><td></td></tr><tr><td>zip</td><td>hill</td></tr></table></div><div><div>- Name the picture</div><div><div></div><div></div></div></div></div></div><div><div><div>- paper work.</div><div><div>- Constructing sentences.</div><div>- Reading sentences.</div><div>- Writing sentences.</div><div>- Drawing pictures.</div><div>- Naming the pictures.</div></div></div></div><td></td><td></td></div>			fish	tin			dish	six			zip	hill		
fish	tin																
dish	six																
zip	hill																

				<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>6</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					6												
6																					
																					
7	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<ul style="list-style-type: none">- Reciting an alphabet rhyme.- Reading syllables with vowel "o" e.g bo, do, go co, to, po etc <ul style="list-style-type: none">- Sorting syllables- Writing syllables with vowel O- Forming words using the syllables. <div><div>bo</div><div>x</div><div>y</div><div>dy</div></div> <div><div>fo</div><div>r</div><div>x</div><div>il</div><div>rm</div></div>	<ul style="list-style-type: none">- Rote- Phonic- Look and say- Discovery- Explanation- Demonstration	<ul style="list-style-type: none">- singing- reading syllables- forming syllables- sorting syllables- Writing syllables- Forming words.	-														

				<ul style="list-style-type: none">- constructing simple sentences using the words formed.- Tom is on a mat.- I have a box.- The pot is hot.- Read and drawing <table><tr><td></td><td></td></tr><tr><td>dog</td><td>box</td></tr><tr><td></td><td></td></tr><tr><td>dot</td><td>pot</td></tr><tr><td></td><td></td></tr><tr><td>coat</td><td>fork</td></tr></table> <ul style="list-style-type: none">- Read, draw and write <table><tr><td></td><td></td></tr><tr><td>tomato</td><td>nose</td></tr><tr><td></td><td></td></tr><tr><td>hoe</td><td>fork</td></tr></table>			dog	box			dot	pot			coat	fork			tomato	nose			hoe	fork		<ul style="list-style-type: none">- Constructing sentences			
dog	box																												
dot	pot																												
coat	fork																												
tomato	nose																												
hoe	fork																												
8	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<ul style="list-style-type: none">- Reciting a rhyme- Reading syllables with vowel sound "u" e.g mu tu fu gu su du etc- Identifying and sorting syllables- Writing syllables	<ul style="list-style-type: none">- Rote- Phonic- Look and say- Discovery- Explanation- Demonstration	<ul style="list-style-type: none">- Reciting the rhyme- Reading syllables words and simple sentences.- Writing syllables	<ul style="list-style-type: none">- Chart with a rhyme- Single syllable cards- Reading cards.- paper																						

				<ul style="list-style-type: none"> - Forming words with the syllable learnt Put pull Push bush Bull ruler <ul style="list-style-type: none"> - Writing the words - Constructing simple sentences using the words. - Musa has a bull. - Here is the ruler. - The boy can push a car. - Put the books in the box -etc 		words and sentences.	<ul style="list-style-type: none"> - Books and pencils - flash cards 		
9	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write syllables, words and sentences.	<ul style="list-style-type: none"> - Role playing a game involving syllables. - reading syllables with all the vowel sounds. - Following the sequence. - Sorting and identifying the syllables. - Matching the same syllables. e.g ba go me du	<ul style="list-style-type: none"> - Role play - Discovery - Explanation - Demonstration - Discussion 	<ul style="list-style-type: none"> - Playing a game - reading - Following the sequence. - Sorting syllables - matching syllables - Underlining the first syllables following the vowel sound 	<ul style="list-style-type: none"> - cards. - chart - work cards - paper work - books and pencils 		

				fi ba go me du fi - Underlining the initial (first) syllable with vowel <u>i</u> , using the words learnt etc <u>f</u> ish gap <u>w</u> ill hen pull set top <u>s</u> it - Building simple vernacular words using the syllables. e.g a-ma-ta = amata taa-ta = taata sa-ga-la = _____ o-mu-kee-ka = _____ maa-ma = _____ -		given.			
10	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can tell and write the next syllable, make patterns following the sequence.	- Reciting a rhyme - Find the missing syllables. Ba __ bi __ bu Ta __ ti __ tu __ me __ mo __ __ se __ so __ - Completing the pattern ΔOΔO _____ caca _____ ha ha _____	- Rote - Discovery - Discussion - Explanation - Illustration - Demonstration	- reciting a rhyme - Reading - Finding the missing syllables - Writing syllables - Completing the patterns	- Chart - paper work - jigsaws - books and pencils		

				bo bo _ _ _ _ - Finding the missing parts.		- Find the missing parts - Drawing			
--	--	--	--	---	--	---------------------------------------	--	--	--




SCHEME OF WORK FOR NUMBERS FOR MIDDLE CLASS- TERM ONE

Learning Area 4:

Developing And Using Mathematical Concepts In My Day To Day Experiences:


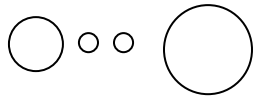

Wk	Day	Learning outcome	Competences	Suggested developmental	Methods	Activities	Instructio nal	REF	RE M
----	-----	------------------	-------------	-------------------------	---------	------------	-------------------	-----	---------

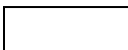



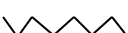
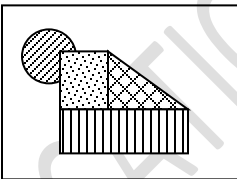
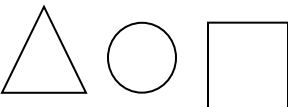
				activities			materials		
1	1 to 5	Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects and shapes.	<ul style="list-style-type: none"> - Reciting a number rhyme. - Matching similar objects. - Sorting by type e.g <u>beads</u> from beans and bottle tops etc. - Teaching numbers through a rhyme, "one for sorrow, two for joy" - Finding objects according to a specific colour. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <u>My red things</u> </div> <ul style="list-style-type: none"> - Copying numbers 0 – 5. 	<ul style="list-style-type: none"> - Rote - Play way - Discovery - Discussion - Explanation - Illustration - Demonstration 	<ul style="list-style-type: none"> - Reciting rhyme - matching objects - Sorting - Counting numbers. - Identifying objects that have the same colours. - Copying numbers 0 – 5. - Matching the same numbers 0 – 5. 	<ul style="list-style-type: none"> - Chart - real objects - pictures - containers - Disposable plates. - paper work 	LFW 41	
2	1 To 5	Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.	I can tell similarities and differences among things and numbers.	<ul style="list-style-type: none"> - reciting a number rhyme. - Counting numbers up to 10. - Talking about differences, similarities and quantities. - Showing the quantity of zero. - Zero means nothing 	<ul style="list-style-type: none"> - Rote - play way - Discussion - Demonstration - Explanation 	<ul style="list-style-type: none"> - Reciting the rhyme - Counting the numbers. - Copying the numbers. 	<ul style="list-style-type: none"> - Chart - Flash cards - paper work - books and pencils - real objects - counter 	LFW pg 45.	

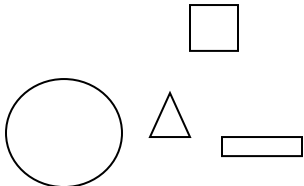
				<ul style="list-style-type: none">- ideas leading to zero.- How many teachers have 3 heads?- Copying number zero <table><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">- coping number 1 e.g. <table><tr><td></td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">- copying number 2- copying number 3 - 5	0	0	0	0	0							1	1	1	1	1					1								
0	0	0	0	0																													
	1	1	1	1																													
1																																	
1																																	
3	1 To 5	Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.	I can tell similarities and differences among things and numbers.	<ul style="list-style-type: none">- reciting number rhymes.- identifying numbers- Sorting numbers from others.- Talking about differences, similarities and quantities of numbers.- Telling situations have bring out the concept of zero.	<ul style="list-style-type: none">- recitation- Play way- Discussion- Explanation- Demonstration- Illustration	<ul style="list-style-type: none">- Miming the rhyme.- Sorting numbers from others.- Copying, drawing and writing numbers, circling, crossing, underline correctly.- Drawing balls for numbers 0 – 5.- Circle the same	<ul style="list-style-type: none">- Flash cards- single number cards.- paper work- books and pencils.	FLW pg 45 Teachers collection.																									

				<ul style="list-style-type: none">- Copying number 4. e.g 0000 = 4 4 _ _ _ _ 4 _ _ _ _- Copying number 5- copying number 6✓ copying number 7		number or given number.													
4	3 – 5			<ul style="list-style-type: none">- copying numbers γγγγγγγγγγ 8 8 8 8 _ _ _ _ 8 _ _ _ _ 8 _ _ _ _- Copying number 9- Copying number 10	<ul style="list-style-type: none">- Question and answer correctly.	<ul style="list-style-type: none">- copying the numbers correctly.- Match and write.- Count and match.	<ul style="list-style-type: none">- charts- Exercise books and pencils.												
5	1 to 3	Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.	I can tell similarities and differences among things and numbers.	<ul style="list-style-type: none">- Reciting the Indian numbers rhyme.- Identifying and sorting of numbers 1 – 10- matching numbers to the pictures. <p>e.g</p> <table border="1"><tr><td>000</td><td>2</td></tr><tr><td>oo</td><td></td></tr><tr><td>0000</td><td>5</td></tr><tr><td>0000</td><td></td></tr><tr><td>o o</td><td>8</td></tr></table> <ul style="list-style-type: none">- Match to the same	000	2	oo		0000	5	0000		o o	8	<ul style="list-style-type: none">- Play way- Question and answer.- Explanation- Demonstration.	<ul style="list-style-type: none">- Role playing- Sorting numbers.- Matching numbers to pictures.- Match to the same numbers.- Shade for the number or colour for the numbers.- Cross the different number.	<ul style="list-style-type: none">- Single number cards.- Flash cards.- paper works- Dominoes- Exercise books and pencils.		
000	2																		
oo																			
0000	5																		
0000																			
o o	8																		

				<p>numbers.</p> <p>e.g</p> <pre> 3 7 5 1 2 3 6 5 7 2 1 6 </pre> <p>Cross the different number.</p> <pre> 7 7 7 1 ✓ 6 1 1 1 </pre>					
6	1 To 3	Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.	I can tell similarities and differences among things and numbers.	<ul style="list-style-type: none"> - Reciting the rhyme of finger names, Baby small x 2 Where are you? Here am x 2 How do you do Robby Ring ----- Tall man ----- Peter point ----- Tommy thumb ----- Fingers all x 2 Where are you. Here we are x 2 How do you do. - Replace with numbers from 1 – 10. - Colouring balls for the numbers. <p>e.g</p>	<ul style="list-style-type: none"> - Play way - Explanation - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Role playing - Reciting numbers - Colouring balls for the numbers. - Drawing balls to the numbers. 	<ul style="list-style-type: none"> - Flash cards. - paper work - Number cards - Exercise books and pencils. 		

				<p>3 = ●●●○○○○○○○</p> <p>5 = ●●●●●○○○○○</p> <p>- Drawing balls for the number.</p> <p>e.g</p> <p>2 = ○○</p> <p>7 = ○○○○○○○○</p>					
7	1 To 2	Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects and shapes.	<ul style="list-style-type: none"> - Identifying objects that are in a form of a circle. - Sorting objects which are circular from the others. - Sorting circle shapes from other shapes. - Pasting circles using torn papers. - Joining circles to form a cat.  <p>Using cut outs</p> 	<ul style="list-style-type: none"> - Discovery - Discussion - Demonstration - Illustrations - Question and answer. 	<ul style="list-style-type: none"> - Mentioning things in a form of a circle. - Sorting circular objects from others. - Pasting circles. - Joining shapes. 	<ul style="list-style-type: none"> - Real objects - Different shapes. - Glue, torn paper. - Cut out of circles. 		
8	1 to 5	Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects	<ul style="list-style-type: none"> - Tearing a circle with free hands. - Naming the shapes given orally. 	<ul style="list-style-type: none"> - Demonstration - Illustration - Discovery - Explanation 	<ul style="list-style-type: none"> - Tearing out a circle. - Writing the names of the shapes. 	<ul style="list-style-type: none"> - Papers. - Books and pencils. - paper 		

			and shapes.	 <ul style="list-style-type: none"> - Copying the given shapes.   - Drawing and copying the word for the given shape.    <ul style="list-style-type: none"> - Joining shapes to form a <u>boat</u> etc. 	- Experimentation	<ul style="list-style-type: none"> - Drawing and colouring shapes with different colours. - Joining the shapes to form an object. - Writing - Drawing - naming 	<ul style="list-style-type: none"> - work - colours - shapes - glue. 		
9	1 to 5	Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects and shapes.	<ul style="list-style-type: none"> - Reciting a rhyme of five little monkeys. - Matching the same shapes. - Reading the new words small and big. - Identifying objects which are big and small. - Recognising the shapes according to size and colour them as instructed. 	<ul style="list-style-type: none"> - Rote - Demonstration - Explanation - Discovery 	<ul style="list-style-type: none"> - Reciting a rhyme. - Matching same shapes. - Reading new words. - naming shapes - colouring shapes. - 	<ul style="list-style-type: none"> - chart - cut out shapes - flash cards - real objects 		

									
10	4 To 5			<ul style="list-style-type: none"> - Comparing objects to find which one is longer and shorter. - Learning the new words from different situations. <p>Long longer Short shorter</p> <ul style="list-style-type: none"> - naming objects - Drawing objects - Colouring objects using one situation at a time. <p>e.g colour only the short things.</p>	<ul style="list-style-type: none"> - Play way - Rote - Explanation - Demonstration - Questions and answer 	<ul style="list-style-type: none"> - Acting the rhyme - Comparison of different objects. - Reading new words. - Comparing objects. - Naming objects. - Drawing pictures. - Colouring objects. 	<ul style="list-style-type: none"> - Real objects - Flash cards. - paper work - Exercise books and pencils. - coloured pencils. 		
11	1 to 5	Surveying, knowing and distinguishing the attributes of objects	I can identify relationship and differences between different objects and shapes.	<ul style="list-style-type: none"> - naming objects of different shapes. - matching objects according to shapes, sizes and types. - Cutting and pasting to form shapes. - Play with water, sand and soil. - Tracing and colouring shapes and 	<ul style="list-style-type: none"> - Play way - Explanation - Demonstration - Question and answer. 	<ul style="list-style-type: none"> - Naming objects - matching objects - cutting - pasting - playing with water, sand - Tracing and colouring. - Completing 	<ul style="list-style-type: none"> - papers - slates - paper work - scissors - cereals - glue - containers - exercise books 		






				<p>numbers.</p> <ul style="list-style-type: none"> - Completing the missing parts of a picture. - Finding the path to match similar picture/shape. - Revision of numbers 1 to 10. 		<p>the patterns of missing parts.</p> <ul style="list-style-type: none"> - Find the path. 	and pencils.		
--	--	--	--	--	--	--	--------------	--	--

MIDDLE CLASS- TERM TWO, SCHEME OF WORK FOR NUMBERS





Learning Area 4:

Developing and Using Mathematical Concepts In My Day To Day Experiences:

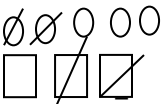
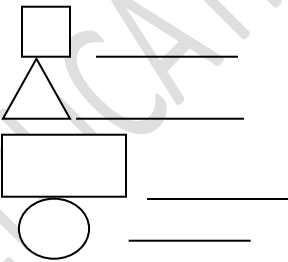
Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Oral counting of objects, pictures up to 10. - Singing number songs - reciting rhymes - number games e.g one crocodile----- - One yellow duck ----- - 1, 2, 3, its time for tea etc. - Introducing number symbols 1, 2, ---- 	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - counting objects - writing numbers - matching numbers to pictures - Drawing objects of the given numbers. 	<ul style="list-style-type: none"> - Flash cards - real objects - paper work - exercise books - blackboard - slates 		

2		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - More introduction of number symbols. - Sorting objects - identifying numbers 1 to 10 - Counting objects and writing numbers 1 – 10. <p>e.g</p> <p>  = 2</p> <p>   = 3</p> <p>-</p>	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - oral counting - Counting objects - Writing numbers - Drawing pictures. 	<ul style="list-style-type: none"> - Cards - Objects - Pictures - printed work - charts - Exercise books 		
3		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Application of quantitative <p>e.g</p> <p>4 = ☆☆☆☆</p> <p>2 = ☆☆</p> <ul style="list-style-type: none"> - Introducing figures 6 – 10 in the sequence one by one. - Matching figures to pictures. 	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - Counting objects - Writing numbers - Matching numbers pictures. - Drawing objects of the given numbers. 	<ul style="list-style-type: none"> - Flash and charts - Real objects - paperwork - Exercise books - blackboard. 		
4		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Arranging numbers in order (no sequence) - Introducing the concept of zero. - Filling in the missing numbers. - revision of numbers 1 – 10 	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - Counting numbers - Writing numbers - Filling in the missing numbers - Arranging numbers in order 	<ul style="list-style-type: none"> - cards - real objects - Exercise books - Charts. - Blackboard. 		

5		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Introduction of plus sign and equals sign + , = addition of objects 1 – 5 e.g 00 + 00 = 4 	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - Counting objects and writing numbers 	<ul style="list-style-type: none"> - Flash cards - Real objects - Counters e.g sticks and bottle tops 		
		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Addition of 6 – 10 E,g 0 0 0 + 0 0 0 = 	<ul style="list-style-type: none"> - Listening - Reading - Writing - Speaking 	<ul style="list-style-type: none"> - Oral work - counting following proper sequence. - Adding of pictures - Drawing pictures 	<ul style="list-style-type: none"> - real objects - pencils - Backboard - paper work - Exercise books 		

6	<p>Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence</p> <p>Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence</p>	<p>I can tell similarities and differences among things and numbers</p> <p>I can tell similarities and differences among things and numbers</p>	<ul style="list-style-type: none"> - Introducing addition of numbers using balls. <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;">   </div> $2 + 2 = 4$ <ul style="list-style-type: none"> - Addition of numbers without pictures e.g $4 + 1 = 5$ $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - oral work - Counting following proper sequence - Adding of pictures - Drawing pictures. - oral work - counting following proper sequence - Adding of pictures 	<ul style="list-style-type: none"> - Real objects - pencils - Blackboard - paper work - Exercise books. - Real objects - pencils - blackboard - paper work - Exercise books. 		
---	---	---	---	--	---	--	--	--





7		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Introducing the greater number 1 to 10 using objects and pictures e.g 3 2 which number has more objects? - The number which has more objects is greater. - Introducing addition without objects of pictures e.g put the great number in the head i.e $6 + 2 =$ - Six in my head plus two of my fingers. 	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - practical work using objects - identify and show the greater number - Printed work on paper. - Do some exercise in books. - Oral work - group work using cards - Vertical addition e.g $4 + 1 =$ 	<ul style="list-style-type: none"> - real objects - charts - printed paper work - Backboard - Blackboard - Exercise books - Work written on cards. - Printed work on cards 		
8		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> - Introducing "less" numbers 1 to 10 - Using objects/pictures to find the less numbers e.g. 000 0000000 3 ○ 7 ○ - Introducing subtraction using objects and pictures <p>e.g.</p>	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - Practical work using bottle tops - Individual work on cards 	<ul style="list-style-type: none"> - real objects - Backboard - Printed work - cards. 		

									
9		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<p>Introducing the signs of (-) Take away or subtraction</p> <p>e.g $\quad = 3$</p> <p>$\begin{array}{c} \bigcirc \bigcirc \bigcirc \bigcirc \\ 4 - 1 = 3 \end{array}$</p> <p>$\begin{array}{r} 5 \quad \bigcirc \bigcirc \bigcirc \bigcirc \\ - \quad \underline{\quad} \end{array}$</p>	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - practical work using objects - printed work on papers - Work on cards - Exercises in books 	<ul style="list-style-type: none"> - Real objects - Cards - Charts - Blackboard 		
10		Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence	I can tell similarities and differences among things and numbers	<p>- Naming the given shapes.</p> <p>  </p>	<ul style="list-style-type: none"> - Rote - Play way - Discussion - Explanation - Illustration - demonstration 	<ul style="list-style-type: none"> - Name the shapes - read and draw the shapes 	<ul style="list-style-type: none"> - Card - Charts - real objects - Pictures. 		

MIDDLE CLASS- TERM THREE **,SCHEME OF WORK FOR** **NUMBERS**

Learning Area 4: **Developing And Using** **Mathematical Concepts In My** **Day To Day Experiences:**

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competence and confidence.	I can count things and numbers 1 – 20	<ul style="list-style-type: none"> - Counting of objects pictures up to 20. - Singing numbers songs - Reciting rhymes - Role play through number games e.g one crocodile one yellow duck 1, 2, 3, it time for tea Etc - Introducing number symbols - 1, 2, 3,20 	<ul style="list-style-type: none"> - Listening - Discussion - Demonstration - Explanation - role play 	<ul style="list-style-type: none"> - singing number rhymes - reciting number rhymes. - Role playing - Copying numbers - matching numbers to pictures - Drawing objects of the given 	<ul style="list-style-type: none"> - real objects - counters - flash cards - chart - slates - pencils - books - 	LFW 44	Teachers resource
2	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competence and confidence.	I can count objects, identify numbers and write them correctly	<ul style="list-style-type: none"> - Introduction of number symbols. - Reciting number rhymes. - Singing number songs. - Identifying numbers 1 – 20 - Counting objects and writing numbers 1 – 20 e.g 	<ul style="list-style-type: none"> - Explanation - Demonstration - Role play - illustration 	<ul style="list-style-type: none"> - Oral counting of number 1 – 20. - Reciting a number rhyme - Drawing pictures. - Writing numbers - play 	<ul style="list-style-type: none"> - Flash cards - Pictures - chart - printed work - exercise book and pencils 	LFW 44	Teachers collection

				 = 2  = 4 -		number game			
3	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can count things and numbers 1 – 20	<ul style="list-style-type: none"> - counting numbers 1 -10 - Matching pictures to figures. - Identifying figures given. - Counting and colouring - Counting and circling, ticking, underlining the correct number. - Applying of quality. 5 =  7 = 	<ul style="list-style-type: none"> - Explanation - Demonstration - Illustration - Discussion - Play way - Rote 	<ul style="list-style-type: none"> - Counting objects - matching pictures to figures. - Drawing objects for the given numbers. - Colouring pictures for the number. - Writing numbers for the pictures. 	<ul style="list-style-type: none"> - flash cards - charts - real objects - blackboard - work cards - paper work - Exercise 	LFW 44	Teacher collection
4	1 To 50	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can count things and numbers 1 – 20	<ul style="list-style-type: none"> - Revision of numbers 1 – 20 - Introducing the concept of zero. - Arranging numbers in order (number 0 - 5 sequence) - Filling in the missing numbers 0 - 10. - Finding what number comes just after another. 	<ul style="list-style-type: none"> - Explanation - Demonstration - Illustration - Discovery - Rote - Discussion 	<ul style="list-style-type: none"> - Reciting numbers 1 – 20 - Naming situations that bring out the concept of zero. - Arranging numbers following 	<ul style="list-style-type: none"> - Slates - b/board - paper work - books and pencils 		

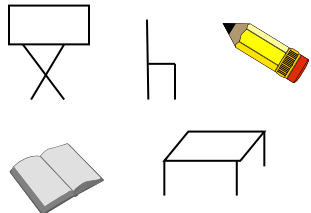
				e.g 4, __, 8, __ -		the sequence. - Filling in exercise. - Find what number come just after another.			
5	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can tell more, equal and less quantities	<ul style="list-style-type: none"> - Singing a number song. - Revision of oral counting of numbers 1 -20. - Introduction of plus, and equal signs. <p>+ → plus, put together, collect in on basket etc. = → equals, all of them, in one group. (addition of objects 1 – 5) ○○ + ○○ = 4</p>	<ul style="list-style-type: none"> - Discussion - Explanation - Discovery - Demonstration - Rote - illustration 	<ul style="list-style-type: none"> - Singing number songs. - Reciting numbers - Writing numbers - Drawing pictures 	<ul style="list-style-type: none"> - Flash cards for number - Books and pencils - work cards 	LFW page 45	
6	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with	I can tell more, equal and less quantities	<ul style="list-style-type: none"> - Reciting a number rhyme. - Revision of plus and equal sign. - Adding pictures from 1 – 10 using the plus and equal sign. - Drawing and counting numbers for 	<ul style="list-style-type: none"> - Demonstration - Discovery - Illustration - Explanation - discussion 	<ul style="list-style-type: none"> - reciting number rhyme - Drawing pictures - Counting and adding pictures to get the 	<ul style="list-style-type: none"> - B/board - books and pencils - work cards - paper work 	LFW page 45	

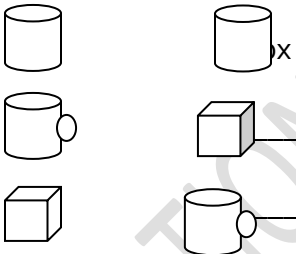
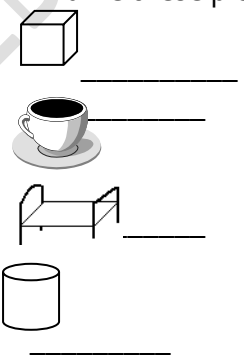
		competences and confident.		the answer correctly. e.g $\downarrow\downarrow\downarrow + \downarrow\downarrow = 5$ $////// + /// = 10$		correct answer.			
7	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can tell more, equal and less quantities	<ul style="list-style-type: none"> - Singing of a number song. - Oral counting of pictures. - Introducing addition of numbers using pictures. - Adding and writing of correct answers. e.g $\odot\odot + \odot\odot = 4$ $2 + 2 = 4$	<ul style="list-style-type: none"> - Listening - Demonstrating - Explanation - Illustration 	<ul style="list-style-type: none"> - Singing - oral counting of numbers following proper sequence. - Addition of pictures. 	<ul style="list-style-type: none"> - Chart showing the number . - B/board - paper work - flash cards - work cards 	Teachers collection	
8	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can tell more, equal and less quantities	<ul style="list-style-type: none"> - Reciting a rhyme - Adding of numbers up to 10 orally. - Introducing numbers without pictures e.g $4 + 1 = 5$ 4 $+ 1 \underline{\quad}$ $\underline{\quad}$ Vertically and horizontally	<ul style="list-style-type: none"> - Explanation - Discussion - Question and answer - Illustration 	<ul style="list-style-type: none"> - Reciting a rhyme - Oral addition of numbers up to 10. - Adding numbers without drawing pictures. 	<ul style="list-style-type: none"> - B/board - Exercise books and pencils. - Work cards - paper work. 	Teachers collection	
9	1 To 5	Recognizing, describing and representing numbers and their relationships and	I can tell more, equal and less quantities	<ul style="list-style-type: none"> - Showing objects for the number shown. - Circle the number that has many objects. 	<ul style="list-style-type: none"> - Explanation - Discussion - Discovery - Illustration 	<ul style="list-style-type: none"> - Drawing objects for the numbers given. - Finding and 	<ul style="list-style-type: none"> - Flash cards for big numbers - slates - books 		

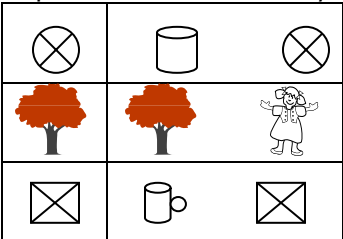
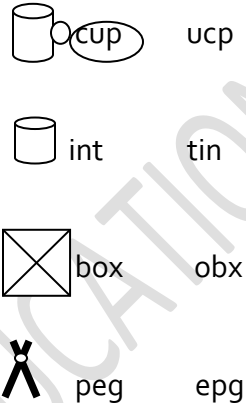
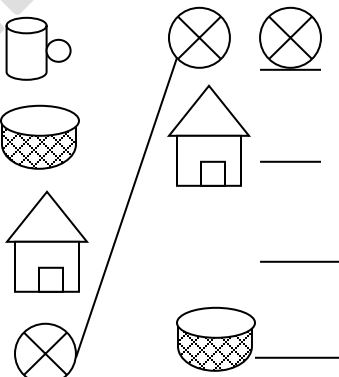
		solving Mathematical problems with competences and confident.		00000 000000 e.g 5 6		circling the number that has many objects.	and pencils.		
10	1 To 5	Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident.	I can show one to one correspondence	<ul style="list-style-type: none"> - Introducing number names from zero to five. - Matching symbols to number names. <div style="display: flex; justify-content: space-between;"> <div> 3 Q 1 2 4 5 6 </div> <div> six two five four zero one three </div> </div> <p>(b) Writing number names for the numbers. e.g 1 = one 5 = five</p> <p>(c) Counting and writing number names e.g 000 = three 0000 = four</p> <p>-</p>	<ul style="list-style-type: none"> - Explanation - Discussion - Illustration 	<ul style="list-style-type: none"> - Reading the number names. - Matching the number names to figures. 	<ul style="list-style-type: none"> - Flash cards with number names. - B/board - paper work - books and pencils. 		
11		<ul style="list-style-type: none"> - Have many revision exercises for all concepts found difficult in the whole year. - Put in many exercise of pre – number activities - Revision of shapes 							

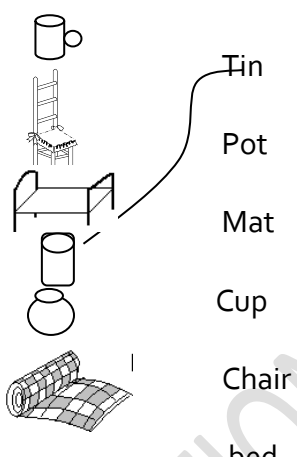
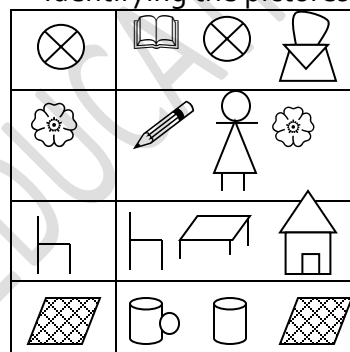
SCHEME OF WORK FOR **ENGLISH MIDDLE CLASS-** **TERM ONE .**

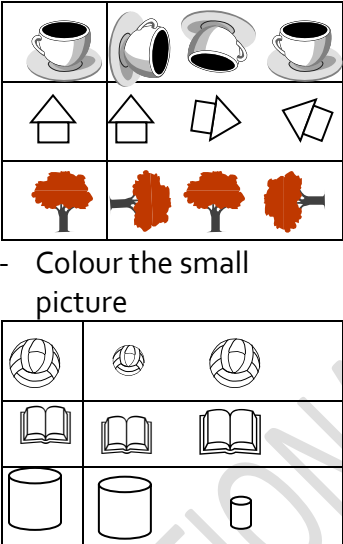
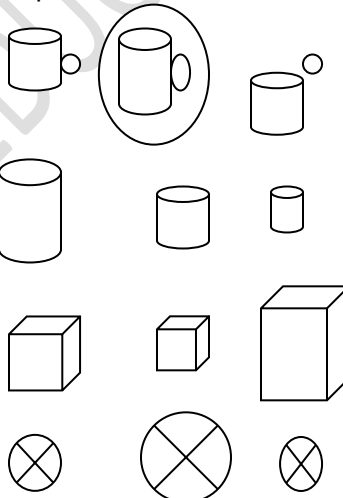
Learning Area 2: Interacting
With Exploring, Knowing And
Using My Environment.

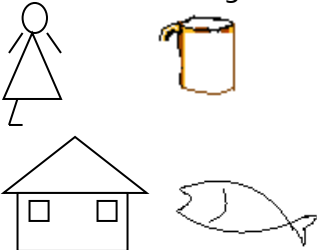
Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Observing different types of objects/shapes i.e seeds of different types of beans, maize, peas. - Use cup shapes from hard boxes i.e circles, triangles and then sort those of the same shapes. - Teacher game "good morning" - Introduce rhyme "twinkle twinkle little star" 	Demonstration Discussion Role play Demonstration	<ul style="list-style-type: none"> - sorting - greeting - jumping - reciting - clapping - dancing 	<ul style="list-style-type: none"> - real objects like beans, peas, g/nuts 		
2	1 to	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Naming objects around the class. 	<ul style="list-style-type: none"> - Discussion - Question and answer - Look and say' - Illustration - demonstration 	<ul style="list-style-type: none"> - naming - colouring - painting - matching - drawing - pasting 	<ul style="list-style-type: none"> - Real objects in class e.g - Books, chair, ruler, pencils 		

	2			- Vocabulary	Application	-	-		
	3	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - New formulae - "Asking game" <p>Match the same pictures and write</p> 	<ul style="list-style-type: none"> - Discussion - Demonstration - Role play - Look and say 	<ul style="list-style-type: none"> - matching - reciting - speech - Exercises 	<ul style="list-style-type: none"> - real objects - B/B illustrations - paper work 		
3	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Game: can see speech exercise - Blowing the whistle" - "let's go hunting" - "naming objects" - Name these pictures. 	<ul style="list-style-type: none"> - Look and say - Role play - discussion 	<ul style="list-style-type: none"> - Naming - colouring - drawing - reciting 	<ul style="list-style-type: none"> - pictures of flash cards - real objects e.g cup, basket, ball 		

4	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Identify the same pictures from a variety 	<ul style="list-style-type: none"> - Discussion - Demonstration - Question and answer 	<ul style="list-style-type: none"> - Picture cards - Real objects e.g balls, box 	-		
5	1 to 3	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Circle the correct word 	<ul style="list-style-type: none"> - Question and answer - Discussion - Demonstration - Illustration - Look and say 	<ul style="list-style-type: none"> - Circling - Colouring - Copying - Drawing - Writing - Ticks - Cross - underline 	<ul style="list-style-type: none"> - picture cards - real objects e.g cup, tin, box, peg 		
	3 to 5			<ul style="list-style-type: none"> - Match the same pictures and draw 	<ul style="list-style-type: none"> - Explanation - Look and say - demonstration 	<ul style="list-style-type: none"> - matching - drawing - colouring 	<ul style="list-style-type: none"> - picture cards - real objects 		

6	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Matching things at home  <ul style="list-style-type: none"> - Identifying the pictures  <ul style="list-style-type: none"> - Ring the correct picture 	<ul style="list-style-type: none"> - Question and answer - Look and say - Demonstrate - discussion <ul style="list-style-type: none"> - Demonstrate - discussion - discovery - illustration <ul style="list-style-type: none"> - Explanation - Discussion - Demonstration 	<ul style="list-style-type: none"> - matching - drawing - colouring <ul style="list-style-type: none"> - identifying - crossing - ticking - colouring 	<ul style="list-style-type: none"> - flash cards - real objects - charts <ul style="list-style-type: none"> - flash cards - charts <ul style="list-style-type: none"> - real objects - charts. 		
---	--------	--	--	--	--	---	---	--	--

		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	 <ul style="list-style-type: none"> - Colour the small picture 	<ul style="list-style-type: none"> - Demonstrate - Illustration - Explanation - Role play 	<ul style="list-style-type: none"> - Colouring - Drawing - Underlining - Crossing - Ticking 	<ul style="list-style-type: none"> - Flash cards - Charts - Real objects - Balls - Books - tins 		
7	1	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Teach the concept of big and small. - Identify the biggest picture. 	<ul style="list-style-type: none"> - Explanation - Demonstrate - Illustration - Role play 	<ul style="list-style-type: none"> - Identifying - Circling - Colouring - Underlining - ticking 	<ul style="list-style-type: none"> - B/B illustrations - Real objects 		

		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - What is missing? 	<ul style="list-style-type: none"> - Discussion - Demonstration - Explanation - Look and say - Role play 	<ul style="list-style-type: none"> - Filling the missing parts 	<ul style="list-style-type: none"> - real objects - paper work - pencils - books 		
8 - 9	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Read and draw <p>Book _____</p> <p>Cup _____</p> <p>tin _____</p>		<ul style="list-style-type: none"> - crossing the different - reading - writing - drawing 	<ul style="list-style-type: none"> - flash cards 		
10				<ul style="list-style-type: none"> - Cross out the different word <p>cow cow cat</p> <p>cup tin cup</p>	<ul style="list-style-type: none"> - Discussion - Demonstrate - Explanation - Chalkboard illustration 	<ul style="list-style-type: none"> - Ticking - Underlining 	<ul style="list-style-type: none"> - Chart - Paper work 		

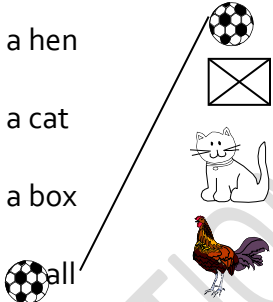



ACOSMA EDUCATIONAL SERVICES








MIDDLE CLASS- TERM TWO

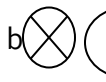









SCHEME OF WORK FOR






ENGLISH










Learning Area 2: Interacting
With Exploring, Knowing And
Using My Environment.

Wk	Day	Learning out come	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Read the given words - Read and match pictures to words e.g - a hen - a cat - a box - a ball  <p><u>Read and draw</u></p> <ul style="list-style-type: none"> - a tin  _____ - a hut _____ - a pencil _____ - a bed _____ 	Explanation Demonstration Illustration	<ul style="list-style-type: none"> - Reading - reciting 	<ul style="list-style-type: none"> - flash cards - real objects 		
2		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Naming the given pictures  _____  _____	Explanation Demonstration Illustration	<ul style="list-style-type: none"> - reading - reciting rhymes - Drawing - naming - matching 	<ul style="list-style-type: none"> - Flash cards - Real objects 	Teacher's collections	

				<p>-  _____</p> <p>-  _____</p> <p>Match picture to the words and write</p> <p> hut</p> <p> ball</p> <p> box</p> <p> leaf</p> <p>Match the same and draw</p> <p>moon  leaf</p> <p>fish bag</p> <p>bag moon</p> <p>leaf fish</p>	<p>Discussion</p> <p>Role play</p> <p>Question and answer</p>	- colouring			
3		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the	<p>- Reciting rhymes</p> <p>- Reading given words</p> <p>- Read and circle the corect word for the</p>	<p>Explanation rhymes</p> <p>Illustration</p>	<p>- Reciting rhymes</p> <p>- Reading</p> <p>- circling</p>	<p>- flash cards</p> <p>- charts</p>	Teachers collection s	

			learning centre	<p>picture.</p>     <p>- Circle the given word - Circle the correct word for the picture</p> <p>nit tin </p> <p>Pot  top</p>	Demonstration Look and say	<ul style="list-style-type: none"> - drawing - writing - shading 			
4	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Reading simple words e.g cat, cup, tree, tin, egg, mat - Copy the words with its picture <p> cat c__t</p> <p> tree tr__e</p> <p>Write correctly</p> <p> abll _____</p> <p> obx _____</p> <p>Fill in the missing letters</p>	Demonstration Explanation Illustration Question and answer	<ul style="list-style-type: none"> - Reading - Writing - Filling in - drawing 	<ul style="list-style-type: none"> - flash cards - charts 			
5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the	<ul style="list-style-type: none"> - Reciting rhymes - Reading simple words - Fill in the missing letters. 	Explanation Discussion	<ul style="list-style-type: none"> - Reading - Drawing - Writing - Filling in 	<ul style="list-style-type: none"> - flash cards - real objects 	Teachers collection		





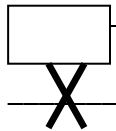
			learning centre	 yp tr__e b__g  t__n  __t g__rl  __x s__n	Illustration		e.g books, pencils		
6		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Reciting rhymes - reading new words a and an - introduction of "and" e.g a cat and a tin  a sun and a moon a pencil and a book a stool and a hen	Explanation Discussion Illustration Demonstration	<ul style="list-style-type: none"> - Reading - Drawing - Writing - filling in 	<ul style="list-style-type: none"> - flash cards - real objects e.g books, pencils 	Teachers collection	
7		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Introducing new words - Revision of the learnt words. Sun, box, pencil, tree etc <ul style="list-style-type: none"> - Introducing new structural pattern "It is a - Using different objects It is a box _____	Explanation Discussion Illustration Demonstration	<ul style="list-style-type: none"> - Reading - Drawing - Writing - filling in 	<ul style="list-style-type: none"> - Flash cards - Real objects e.g books, pencils 	Teachers collection	






				It is a chair _____ It is a cat _____ It is a ball _____ It is a fish _____ Read sentences and drawing their picture. It is a box _____					
8		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Complete the sentences It is a  _____ It is a  _____	Explanation Discussion Illustration	- Drawing - Writing - Colouring	- Balls - Doll - Flash cards		
9		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Make sentences using It is a _____  It is a tree _____  _____  _____  _____	Demonstration Look and say explanation	- Sentence making - Drawing - Colouring - Writing	- Flash cards - Real objects		
10		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Put the missing parts   	Explanation Illustration	- Drawing	- Cut outs		

MIDDLE CLASS- TERM THREE

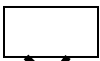




SCHEME OF WORK FOR ENGLISH








Learning Area 2: Interacting With Exploring, Knowing And Using My Environment




Wk	Day	Learning out come	Competences	Suggested developmental activities	Methods	Activities	Instructio nal materials	REF	RE M
1	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Reciting rhymes - Naming things their class e.g a book, a table, a duster, a pencil etc - Drawing things found in class  _____  _____  _____  _____  _____	<ul style="list-style-type: none"> - Question and answer. - Discussion - Discovery - Demonstratio n 	<ul style="list-style-type: none"> - reading words correctly - Copying the words. - Joining jigsaws - tearing pictures - cutting pictures - pasting pictures - painting picture - reciting rhymes and role playing 	<ul style="list-style-type: none"> - real objects - Pictures - flash cards - scissors - glue - paint - brushes - cereals - newspa pers. 	LFW pg 19 Teachers collectio n	






2	1 to 5	Exploring and knowing my immediate environment	<p>I can identify people, animals, plants and other things at the learning centres</p> <ul style="list-style-type: none"> - Reciting rhymes - Matching words to pictures e.g ball  chair  book  - Matching to the same words and draw book  bench _____ duster  book _____ bench _____ duster _____ - matching to the same words and write pen chair <u>chair</u> chair pen <u>pen</u> book book <u>book</u> - Write words as given by the teacher. - Drawing and colouring the 	<ul style="list-style-type: none"> - Discussion - Explanation - Illustrations - Demonstration <p>Look and say Illustration Explanation</p> <p>Question and answer discussion</p>	<ul style="list-style-type: none"> - Reciting rhymes - matching words to pictures. - matching to the same words. - Writing - Drawing - Colouring. 	<ul style="list-style-type: none"> - flash cards - books and pencils - colours - paper work 	<p>LFM pg 19</p> <p>Teachers collection</p>	
---	--------	--	---	--	---	---	---	--




				pictures of things in a class.					
3	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div> <div><div><div></div></div><div><div></div></div></div>					

				<p>book</p> <p>- Naming the pictures</p>  <p>_____</p>  <p>_____</p> <p>(blackboard, chair)</p>					
4	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<p>- reciting rhymes</p> <p>- Reading given words e.g bag, dress, stool</p> <p>- Read and draw</p> <p>Umbrella _____</p> <p>Fish _____</p> <p>Leaf _____</p> <p>- match and write the word.</p>  <p>bottle <u>bottle</u></p>  <p>cup <u>cup</u></p>  <p>bag <u>bag</u></p>	<p>- discussion</p> <p>- Explanation</p> <p>- Demonstration</p> <p>- Question and answer</p> <p>- Discovery</p>	<p>- reciting rhymes</p> <p>- reading words</p> <p>- matching pictures.</p> <p>- Writing words/.</p> <p>- Circling the correct word.</p>	<p>- Charts</p> <p>- Flash cards</p> <p>- Pictures</p> <p>- Real objects.</p> <p>- Books and pencils</p> <p>- paper work.</p>	Teachers collection	

				<ul style="list-style-type: none"> - Circle the correct word.  tin nit itn  blla allb ball  upc cup puc					
5	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reciting rhymes - reading words e.g sun leaf milk underlining the correct word. e.g  tree banana leaf - Ticking the correct word.  <input checked="" type="checkbox"/> int  <input checked="" type="checkbox"/> sun - Fill in the missing letter sounds  s _ n 	<ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Question and answer 	<ul style="list-style-type: none"> - reciting rhymes - Reading words - underlined words - Ticking the correct words. - Filling in the missing letters 	<ul style="list-style-type: none"> - Flash cards - paper work - real objects - Single letter cards. - real objects 		

6	1 to 2	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing (pupils and teachers) - Reading simple words. - Writing words. - 	<ul style="list-style-type: none"> - Discussion - Question and answer 	<ul style="list-style-type: none"> - Acting as a teacher - reading words. - Listening and writing words. 	<ul style="list-style-type: none"> - flash cards - books and pencils 	Teachers collection	
6	3 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reading new words a is it A is it - using the new structural pattern formed orally e.g it is a  <u>ball</u>. It is a  <u>book</u>. - Reading the sentence using the pattern learnt. e.g It is a banana. It is a table. - Reading and drawing the pictures. It is a cup.  It is a bed. - Completing the sentences correctly. 	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration - Explanation - Rote method 	<ul style="list-style-type: none"> - Reading new words - Constructing sentences - Reading sentences. - Drawing pictures. - Completing sentences. - Making sentence 	<ul style="list-style-type: none"> - flash cards - charts - paper work - books and pencils - work cards - reading cards 		

				It is a  It is a It is a					
7	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Reciting rhymes - Reading words. That is Is that <ul style="list-style-type: none"> - using the new structural pattern formed orally. E.g That is a  house That is a  chair. <ul style="list-style-type: none"> - Copying the sentences. - Reading and drawing. That is a girl That is a boy. <ul style="list-style-type: none"> - Completing the sentences correctly. That is a  _____ That is a  _____	<ul style="list-style-type: none"> - Discussion - Explanation - Discovery - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Reciting rhymes - Reading words. - Constructing sentences. - Writing sentences - Reading sentences and drawing pictures. - Completing sentences. 	<ul style="list-style-type: none"> - Flash cards - real objects - pictures and pencils - paper work - charts - reading cards. 		

				That is a  _____					
8	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role play - reading new words <p>This this</p> <ul style="list-style-type: none"> - constructing sentences using the new structural pattern. <p>e.g This is a</p> <ul style="list-style-type: none"> - Reading the sentences <p>e.g This is a broom.</p> <ul style="list-style-type: none"> - Reading and drawing the pictures. <p>This is a pen. This is a leaf.</p> <ul style="list-style-type: none"> - Completing the sentences correctly <p>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"> - Discussion - Discovery - Explanation - Demonstration 	<ul style="list-style-type: none"> - Acting as a teacher. - Reading words - Constructing sentences - Making sentences - Reading sentences - complete sentences 	<ul style="list-style-type: none"> - chart - flash card - real objects - pictures - reading cards - paper work 		

9	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing - Reading new words <p>Here, a, is, Is, A, here, The, and , the</p> <ul style="list-style-type: none"> - Forming the new structural pattern using <p>Here is a Or Here is the</p> <ul style="list-style-type: none"> - Reading the sentences from the reading cards. - Reading and drawing - Completing the sentences correctly. <p>Here is the Here is a</p>	<ul style="list-style-type: none"> - Demonstration - Discussion - Explanation - Question and answer. 	<ul style="list-style-type: none"> - Role playing - Reading words. - Constructing sentences - Reading sentences - Drawing pictures - Completing sentences. 	<ul style="list-style-type: none"> - Real objects - pictures - flash cards - charts - reading cards - paper work - work cards 		
10	1 To 5	Exploring and knowing my immediate environment	I can report about important places in the environment	<ol style="list-style-type: none"> 1. Singing a song about the market. 2. Naming people, animals, feeds and vehicles seen in the picture. 3. matching words to pictures. 4. Reading new introduced words. 	<ul style="list-style-type: none"> - Rote - Discussion - Discovery - Observation - Explanation. 	<ul style="list-style-type: none"> - singing - naming things - matching words to pictures - Reading new words. - Constructing sentences 	<ul style="list-style-type: none"> - A big picture of a market. - flash cards - work cards - books and 		

				<p>I can see Can I See big small</p> <p>5. Constructing sentences using the new words about the market.</p> <p>-Forming a new structural pattern using I can see</p> <p>6. Writing sentences about the market using the structural pattern.</p> <p>7. Drawing pictures showing people at the market.</p>		<p>- Writing sentences.</p> <p>- Drawing pictures.</p>	<p>pencils</p> <p>- plain papers</p> <p>- coloured pencils</p>		
11	1.	To have many revision exercises for End of term II tests							
	2.	Week 10's work might be much. You can use some of the time to complete							

SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM I

Learning area : Taking care of myself for proper growth and development

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 to 3	- Having self concept confidence and self esteem	- Taking care of myself for proper growth and development	- I can tell my name and my age - I can interact with others freely.	- Talking about the importance of a name. - Talking about birthdays - Thanking God for what parts of our body can do e.g through prayers, songs and rhymes. - telling news - playing with others - sharing with others - role playing - singing - reciting rhymes - conversations - riddles	- Discussion - Picture - Description - Explanation - Recitation - Imitation - Dramatization	- Naming - Matching - Drawing - Shading - Modeling - Pasting - Role play - Jig saws	- Picture compositions - Paper work - Flash cards - Glue - Dough/clay - Cereals - Coloured pencils - Art books - Food colour	LFW Pg 33-34	
3 to 4	1 to 3	- Identifying and naming different body parts and their uses.	- Taking care of myself for proper growth and development	- I can identify name activities that my different body parts can perform	- Talking about things that can be performed by different parts of the body. e.g walking - Thanking God for what our parts of the	- Explanation - Discussion - Role playing - Recitation - demonstration	- Singing - Praying - Praising - Playing game - Touching - Drawing - Colouring - Sticking - Modeling	- Crayons - Coloured pencils - Glue	LFW Pg 32-34	

					body can do e.g by singing, praying, praising. - Playing games of touching two body parts e.g hand to head. - Drawing and colouring - Sticking different parts to make a complete figure. - Modeling human figure - Singing					
4 to 5	1 to 3	- Caring for my eyeys	- Taking care of myself for proper growth and development	- I can care for and protect my eyes	- Practicing washing my face and my eyes. - Look at each other's eyes and describing what they see. - Looking at things with shades to protect the eyes from bright light. - Naming the different things that harm the eyes. eg sharp things, dust	- Discussion s - Explanatio n - Demonstr ation - Role playing - Recitation - Dramatizin g	- Naming - Washing - Playing - Thanking God	- Water - Basin - Soap - Crayon - Coloured chalk	LFW Pg 27-28	

					<ul style="list-style-type: none"> - Playing blind folding games - Thanking God for the gift of eyes e.g through songs, rhymes and prayers 					
Learning area II: Interacting with exploring, knowing and using my environment										
6 to 7	1 to 3	<ul style="list-style-type: none"> - Knowing how to keep and take care of my environment. 	<ul style="list-style-type: none"> - Taking care of myself for proper growth and development 	<ul style="list-style-type: none"> - I can identify ways of my home environment 	<ul style="list-style-type: none"> - Participating in cleaning homes and the learning centre e.g sweeping - Telling news and stories - Drawing and colouring pictures - Planting and caring for plants and flowers - Singing songs and reciting rhymes and poems related to cleanliness - Putting things in order e.g tidying shop area - Interpreting pictures and signs. 	<ul style="list-style-type: none"> - Discussion - Picture description - Explanation - Recitation - Dramatization - Imitation 	<ul style="list-style-type: none"> - Drawing - Colouring - Planting - Singing - Reciting - Tidying - Interpreting 	<ul style="list-style-type: none"> - Drum - Pencils - Crayon - Coloured pencils 	LFW Pg 22	
Learning area II: Taking care of myself for proper growth and development										
7	1	<ul style="list-style-type: none"> - Identifying dangers in my 	<ul style="list-style-type: none"> - Taking care of myself for proper 	<ul style="list-style-type: none"> - I can protect others against dangerous things 	<ul style="list-style-type: none"> - Naming dangerous things e.g fire 	<ul style="list-style-type: none"> - Discussion - Explanation 	<ul style="list-style-type: none"> - Modeling - Drawing - Naming 	<ul style="list-style-type: none"> - Jigsaws - Scrap books 	LFW Pg 23	

to 8	to 3	environme nt and taking precaution	growth and development	in the environment.	broken glasses, thorns and bones. - Protecting others from moving near dangerous things e.g fire - Telling others about dangerous things. - Singing and reciting rhymes of how to protect oneself from dangerous things in the environment. - Watching plays, films a bout protection	- Demonstr ation - Recitation s - Singing - Story telling	- Cutting - pasting - Singing - Telling news	- Charts - Paper work - Colours - Paint - Televisio n		
9 to 10	1 to 3	- Identifying people who protect and take care of me and how they do it	- Taking care of myself for proper growth and development	- I can describe how people protect and take care	- Drawing pictures of people who protect and care for me. - Telling news, listening to stories ad retelling stories. - Singing songs related to people who protect and take care of	- Discussion - Explanatio n - Demonstr ation - Recitation - Singing - Story telling - Role playing - Initiating	- Modeling - Drawing - Naming - Cutting - Pasting - Story telling - Matching - Shading - Painting - Imitating	- Jigsaws - Scrap books - Charts	LFW Pg 14	

					me e.g parents, nurses, care givers and what they do. - Role playing people help others - Imitating people protecting and taking care of me.					
--	--	--	--	--	--	--	--	--	--	--

SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM II

Learning area : Relating with others in an acceptable way

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 to 3	<ul style="list-style-type: none"> - Identifying - taking interest and observing people around me. 	<ul style="list-style-type: none"> - Taking care of myself for proper growth and development 	<ul style="list-style-type: none"> - I can observe and talk about people at home and learning centre 	<ul style="list-style-type: none"> - Imitating body movement of people e.g walking like an old person. - identifying body sizes of people e.g big, small, tall, short. - telling news about people, events at home and at the learning centre. - Practicing good health habits. - Obeying and following rules of the group of people we play with 	<ul style="list-style-type: none"> - discussion - demonstration - explanation - role playing - recitation 	<ul style="list-style-type: none"> - imitating - identifying - reciting - singing - playing games 	<ul style="list-style-type: none"> - pictures - film shows 	LFW Pg 12	

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

3 to 4	1 to 3	- exploring and knowing my immediate environment	- taking care of myself for proper growth and development	- i can identify people, animals, plants and other things at the learning centre.	- naming people, animals and plants in the learning centre. - classifying animals according to types e.g wild and domestic animals and birds. - sorting between living and non-living things. e. trees, flowers, grass, food crops, medicinal plants and fruits. - classifying animals according to types e.g talking about their uses to us. - talking about each of the identified items needed for growth.	- discussion - demonstration - explanation - role playing	- naming people, animals, plants and birds - sorting	- flash cards - plants - charts	lfw pg 19	
5 to	1 to	- exploring and knowing my immediate	- taking care of myself for proper growth and development	- i can identify people, animals and other things at the learning centre	- painting, making mosaic, drawing, cutting and pasting pictures of	- discussion - demonstration - explanation	- naming plants - playing - pasting - tearing	- cut outs - glue - scissors	lfw pg 19	

6	3	environme nt			animals, plants, insects and birds. - talking about each of the identified items needed for growth. - tearing - playing games like jig-saws, lotto, domino about animals - discovering animal homes e.g under stones, on trees and walls	- role playing	- transplanti ng			
7 to 8	1 to 3	- knowing and appreciatin g important places in my environme nt	- taking care of myself for proper growth and development	- i can report about important places in the environment	- visiting these places in the environment - drawing, tracing, completing and colouring the picture. - singing religious and cultural songs - telling stories about the things and places. - asking questions dealing with what, why, how and when about places visited. - role playing doctor, nurse,	- discussion - demonstra tion - explanatio n - role playing - discovery	- visiting places - drawing - tracing - completing	- glue - crayons - chart	lfw pg 20	

					shopkeeper, priest, teacher, local leaders.					
9 to 10	1 to 3	- experiment ing and understand ing the concept of movement in the environme nt	- taking care of myself for proper growth and development	- i can recite the use of wheels to movement	- observing and naming - comparing sizes, colour number and kinds of wheels - talking about their colouring, painting , making collage to make wheels. - making, cutting, s ticking and printing wheels. - construction using wheels, round objects - playing games involving movement - reciting rhymes and singing songs	- discussion - demonstra tion - explanatio n	- colouring - painting - cutting - sticking - printing - reciting rhymes - singing songs	- crayons - paint - cutters - scissors	lfw pg 25	

SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM III

Learning area : Relating with others in an acceptable way

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 to 3	- Identifying - taking interest and observing people around me.	- Taking care of myself for proper growth and development	- I can tell the roles of the people at home and at the learning centre	- Telling news about my friends at home and at the learning centre. - Talking about roles of people at home and at the learning centre - Role playing different people and their activities at home and learning centre e.g cooking.	- Role playing - recitation - demonstration - discussion	- telling news - role playing	- pictures - flash cards	LFW Pg 13	

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

3 to 4	1 to 3	- Identifying dangers in my environment and taking precaution	- Taking care of myself for proper growth and development	- I can protect others against dangerous things in the environment. -	- Protecting others (young ones) from moving near dangerous things e.g fire. - Telling others about dangerous things.	- demonstration - Illustration - recitation - Imitation	- Role playing - recitation - singing listening - speaking	- Television - chart - fire		
--------	--------	---	---	--	--	--	---	-----------------------------------	--	--

					<ul style="list-style-type: none"> - Role playing situations related to dangerous things. - Singing and reciting rhymes of how to protect oneself from dangerous things in the environment - Watching plays, films about protection. - telling news and stories. 					
Learning area: Taking care of myself for proper growth and development										
5 to 6	1 to 3	- Identifying and naming different body parts and their uses	- Taking care of myself for proper growth and development	- I can confidently name activities that my different body parts can perform.	<ul style="list-style-type: none"> - Talking about thing that can be performed by different body parts e.g walking, sitting, writing, seeing, eating, carrying - Thanking God for what our parts of the body can do e.g praying, praising, singing 	<ul style="list-style-type: none"> - Demonstration - Recitation - explanation 	<ul style="list-style-type: none"> - writing - seeing - eating - praising - walking - recitation - singing - listening - speaking 	- Chart	- LFW Pg 32	
7	1	- Keeping healthy and	- Taking care of myself for proper	- I can identify food that is good for my health.	<ul style="list-style-type: none"> - Eating good food. - identifying 	<ul style="list-style-type: none"> - Demonstration - Recitation 	<ul style="list-style-type: none"> - Colouring - eating - identifying 	<ul style="list-style-type: none"> - real food - coloured pencils 	- LFW Pg 36	

to 8	to 3	practicing good health habits	growth and development		<ul style="list-style-type: none"> - different food - Colouring, shading and naming different food stuffs. - helping in preparing food - identifying sources of food e.g garden, markets, shops. - Listening and telling stories about good food. - Reciting rhymes related to good food. - looking at talking about food pictures and real food. 	- explanation	<ul style="list-style-type: none"> - listening - reciting 			
9 to 10	1 to 3	<ul style="list-style-type: none"> - Having self concept and confidence and self esteem 	<ul style="list-style-type: none"> - Taking care of myself for proper growth and development 	<ul style="list-style-type: none"> - I can interact with others freely. 	<ul style="list-style-type: none"> - Telling news - playing with others - Sharing with others - Role playing - Singing - reciting rhymes - conversations - riddles 	<ul style="list-style-type: none"> - recitation - demonstration 	<ul style="list-style-type: none"> - telling news - sharing - role playing - singing - reacting 	<ul style="list-style-type: none"> - radio 	<ul style="list-style-type: none"> - LFW Pg 33 	