**WRITING SCHEME OF WORK 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.  O O O  O - -  O - - | * Writing * Copying * Completing the symbols | * Eye hand coordination * Griping | * 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 |  | * 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 | Writing the pattern of a standing and sleeping stick. | * Writing the pattern and completing the pattern. | * Eye and hand coordination | * Pencils * Books | LF Pg 57 |
| 3 | 1 | * 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 | Writing slanting stick forward and backward  / / /  /  /  \ \ \  \  \ | * Writing the symbols in the air using a hand , fingers * Writing symbols in their books. | * Eye and hand coordination sharing | * 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 | Writing the pattern of a slanting stick i.e back and forward sticks.  //  //  \\  \\ | * 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. | Writing curve forward and backward.  C C C  C - -  C - -     * - * - | * Writing symbols using different body parts like hands * Writing them in the ari * Writing them on chalkboard one at a time * Copying and writing them in their books. | * Eye and hand coordination * Sharing * Listening | * Slates * Chalkboard * Books * Pencils |  |
| 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.  U U U  U - -  U - -  n n n  n - -  n - - | * 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  C C C C C  C C  C C  C C C C C  C C C C C  C C C C C | * Completing the pattern of a curve going/facing forward * Shading * Colouring a curve facing forward | * Eye and hand coordination * Shading | * Books * Pencils and colours | LF Pg 57 |
| 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.  V V V V  V - - -  V - - -  VVVVVVVV  VVVVVVV  VVVVVVV | * 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”  O I O I  O I  O I  a a a  - - -  - - - | * Writing the letter * Copying | * Eye and hand coordination * Listening * Speaking | * Slates * Chalk * Books and pencils |  |
| 9 | 1 & 2 |  |  |  | Writing the symbol on the letter sound “b”  I O I O  I O - -  I O - -  b b b  b - -  b - - | * Writing * Completing * Copying | * Eye and hand coordination * Listening * speaking | * 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 creativity and writing skills | * Use my hands and eyes to perform different activities as instructed. |  |  |  |  |  |

**MIDDLE CLASS MATHEMATICS SCHEME OF WORK FOR TERM ONE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **l/Area** | **L/out come** | **Suggested developmental activities** | **Competences** | **T/L activity** | **T/L AIDS** | **T/L methods** |  |  | **Ref** |
| 1 | 1 |  |  | Orientation |  |  |  |  |  |  |  |
| 2 | Developing and using mathematical concepts in my day to day experience | Surveying knowing and distinguishing the attributes of objects | Pairing and matching things  O OOO  OO O  OOO OO | I can identify relationship and differences between different objects and shapes | Draw pictures  Match the same pictures  O OOO  OO O  OOO OO | Real objects  Charts  Chalkboard illustration | Explanation  Guided discussion  Question and say  Look and say |  |  | Learning frame work |
| 3 | Copy and write   |  |  | | --- | --- | | O | 1 | |  |  | | OO | 2 | |  |  | | I can relate pictures to numbers  I can copy and write  I can draw pictures well | Copy and draw   |  |  | | --- | --- | | O | 1 | |
| 4 |  | |  |  | | --- | --- | | /// | 3 | |  |  | |  | 4 | |  |  | |
| 2 | 1 | I can identify relationship and difference between different objects and shapes | |  |  | | --- | --- | | O O O O O | 5 | |  |  | |  |  | |  |  | | Learners should be able to  -relate pictures copy and write  Draw pictures | Explanation  Look and say  Guided discussion  Guided discovery | Drawing pictures counting pictures  And writing the number | Counting  Writing  Recognition d  Drawing | Real objects  Charts  Chalk board illustration |  |
| 2 | Naming shapes by colour   |  |  | | --- | --- | | red | circle | |  |  | |  |  | | Learners should be able to  -tell the colour of the shape  -draw the given shape correctly  -match the given shapes correctly | Guided discovery  Guided discussion  Illustration  Questions and answer | Drawing shapes  Colouring shapes  Sorting shapes | Paring coloruing  Drawing  Storing | Course  Real shapes  Chalkboard  Illustration  Charts shapes cut outs |  |
| 3  &  4 | Matching the same shapes  green blue  yellow green  blue yellow  Copy colour and raw   |  |  | | --- | --- | | purple | Pink | |  |  | | black | orange | |  |  | |
| 3 | 1  &  2 | Developing and using mathematical concepts in my day to day experience | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competences and confidence | I can show one to one correspondence | Copy and write  0 1 2 3 4 5  \_\_ \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  \_\_ \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  Copy and write  6 7 8 9 10  \_\_ \_\_ \_\_\_ \_\_\_ \_\_\_  \_\_ \_\_ \_\_\_ \_\_\_\_ \_\_\_ | Learners should be able to:-  Recite numbers 0 – 10  Count real objects up to 10  Copy and write the given numbers | Explanation  Demonstration  Illustration  Look and say | Writing numbers  Counting numbers  Matching numbers and writing them | Counting  Writing  Recognition  Matching | Counters  Chalkboard  Illustration  Slates  charts |  |
| 3  &  4 | Fill in the missing numbers  0 \_\_\_ 2 \_\_\_ 4 \_\_\_ 6 \_\_\_ 8 \_\_\_ 9 \_\_\_  Match and write  0 5 \_\_\_\_\_  1 4 \_\_\_\_\_\_  2 3 \_\_\_\_\_\_  3 0 \_\_\_\_\_  4 1 \_\_\_\_\_  5 2\_\_\_\_\_ | Fill in the missing numbers correctly  Match and write the given numbers recognise the given numbers |
| 4 | 1  &  2 | I can count things 0 -10 | Match the same and write  6 10\_\_\_  7 9\_\_\_\_  8 8\_\_\_\_\_  9 6\_\_\_\_  10 7\_\_\_\_  Write the next number  0, \_\_  0, 1, \_\_\_  0, 1, 2, \_\_\_  0, 1, 2, 3, \_\_\_  0, 1, 2, 3, 4, \_\_\_ | Learners should be able to  -match and write the given numbers  Identify and tell the given numbers  Write the next number correctly | Explanation  Demonstration  Illustration | Counting numbers 6-10  Writing numbers 6-10  Drawing pictures up to 6-10  Reciting numbers 0-10 | Reciting  Drawing  Counting  Writing | Counters  Chalkboard  Illustration  Charts slates | Learning framework |
| 3  &  4 | I can increase and reduce quantities | Increase by  O \_\_\_\_\_  OO\_\_\_\_\_  OOO\_\_\_\_  Cross out 1  O O  O O O  O O O O | Indentify and tell the given pictures be able to increase the balls by 1. Be able to cross out the balls by 1 |
| 5 | 1  &  2 | I can increase and reduce quantities | Count and match  5  4  1  2  3  Make them 4  O \_\_\_\_  OO \_\_\_\_  OOO \_\_\_\_ | Learners should be able to:-  Recognise the given pictures and numbers  Match pictures to numbers correctly  Recognize the given balls and make them 4 | Counting 1-5  Drawing pictures up to 5  Matching pictures and numbers  O 3  OO 2  OOO 1 | Real objects  Counters  Chalkboard illustration  Charts  slates | Explanation  Demonstration  Illustration  Look and say | Learning frame work |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day experience | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can increase and reduce quantities | Count and shade  OOO = 2  OO = 1  OOOO = 3  OOOOOO = 5  OOOOO = 4  Count and write 1 – 5  OO = \_\_\_\_\_  O= \_\_\_\_  OOO= \_\_\_\_\_  OOOOOO= \_\_\_\_\_  OOOO = \_\_\_\_\_ | Count and shade the given numbers correctly  Recognise and tell the given numbers  Count and write correctly |  |  |  |  |  |
| 6 | 1 | I can count things and numbers 0 – 20 | Matching pictures to number symbols copy and write   |  |  | | --- | --- | |  |  | |  |  | |  |  |     Copy and write   |  |  | | --- | --- | | http://ts2.mm.bing.net/th?id=HN.608024209599236682&pid=1.7http://ts2.mm.bing.net/th?id=HN.608024209599236682&pid=1.7 | two | |  |  | |  |  | | Learners should be able to:  -recognise the given word and picture  -red the word correctly  -copy and write as instructed  -count the given pictures and tell the correct answer  -read the given words and ring the correct word | Counting numbers 1 – 10  Circling number words  Writing numbers zero - five | Real objects  Counters  Charts  Chalkboard illustration | Guided discovery  Guided discussion  Question and answer | Learning frame work |  |
| 3  &  4 | Copy and write   |  |  | | --- | --- | | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOthttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOthttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOt | Three | |  |  | |  |  |   Ring the number word   |  |  |  | | --- | --- | --- | | 1 | Ome | one | | 3 | three | tree | | 2 | two | two | | 4 | four | for | | 5 | tive | five | |
| 7 | 1  & 2 | I can count things and numbers 0 - 20 | |  |  | | --- | --- | | treetreetreetree | four | |  |  | |  |  | | Learner should be able to:-  Recognise the given word and picture  Read the word correctly  Copy and write as instructed  Read the word and match with the number | Counting numbers 0 to 10  Matching numbers 0 to 5  Writing number words  Zero – five | Real objects  Counters  Charts  Chalkboard illustration | Guided discovery  Guided discussion  Question and answer | Learning farmework |  |
|  |  |  |  |  | Copy and write   |  |  | | --- | --- | |  | five | |  |  | |  |  | | Write the words correctly after matching | Zero 3\_\_\_  One 2\_\_\_  Two 0\_\_\_  Three 1\_\_\_ |  |  |  |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day experience | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can count things and numbers 0 - 20 | Match number name to value and write the symbol  zero 3\_\_\_  one 2\_\_\_  two 0\_\_\_  three 1\_\_\_\_  four 8\_\_\_  five 7\_\_\_  six 4\_\_\_  seven 6\_\_\_  eight 5\_\_\_ |
| 8 | 1  &  2  3  &  4 | I can count things and numbers 0 – 20 | Match number name to value and write the symbol  Six ///////  Seven /////////  Eight ////////  Nine /////  Ten ////// | Learners should be able to  -identify and tell the given number an pictures  -match correctly and write the symbol | Counting objects 0 – 10  Naming objects in a set  Drawing and forming  Sets from the big set | Counters  Real objects | Question and answer  Guided discovery  Guided discussion | Learning framework |  |
| Naming sets  Copy and write    A set of dolls    A set of balls  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Chair-2.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Chair-2.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Chair-2.jpgA set of chairs | Tell the definition of a set  Recognise and tell the pictures in the sets given  Copy and write as instructed |  |  |  |  |  |
|  |  |  |  |  | Forming sets |  |  |  |  |  |  |
| 9 | 1 | Developing and using mathematical concepts in my day to day experience | Comparing things according o different attributes | I can show relations among things in serial order | Big small  Comparing betweens mall and big  Small big | Learners should be able to:-  Compare between big and small objects  Differentiate between tall and short objects  Recognise the given pictures  Be able to draw the pictures correctly | Learns will compare between big and small tall and short  tree tree  Tall short  Small  big | Real objects  Picture cards  Chalkboard illustration | Guided discovery  Explanation  Questions and answer  Look and say | Learning framework |  |
| 3  &  4 | Comparing between short and tall  tree tree  Tall short  Comparing between short and tall  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Girl-8.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Girl-8.jpg  Tall short |  |
| 10 | 1 | Developing and using mathematical concepts in my day to day experience | Comparing things according o different attributes | I can show relations among things in serial order | Comparing between long and short  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\belt.jpg  Long  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\belt.jpg  Short  C:\Users\Admin2\Desktop\new images\Scholarstic\ruler.png  Long  C:\Users\Admin2\Desktop\new images\Scholarstic\ruler.png  Short  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pencil.jpg  long  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pencil.jpg  short | Learners should be able to  Compare between long and short  Differentiate between small and smaller, big and bigger  Be able to draw the pictures in their sizes | Learners will compare between long and short  Small and smaller  Big and bigger  C:\Users\Admin2\Desktop\new images\Scholarstic\ruler.png  long  C:\Users\Admin2\Desktop\new images\Scholarstic\ruler.png  short  small  smaller  bigger  big | Real objects  Picture cut outs  Chalkboard illustration | Guided discovery  Explanation  Question and answer | Learning farme work |  |
| 3  &  4 | Comparing bigger - smaller  Small smaller  Bigger big |
| 11 |  | I can show relations among things in serial order | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\weight scale-2.jpgLEVERS-BALANCE | Learners should be able to identify between heavier and lighter | Measuring sand and feather | Real objects  Chalk board illustration | Questions and answer  Explanation  Guided discussion | Learning framework |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day experience | Comparing things according o different attributes | I can count things and numbers 1 - 20 | Counting numbers in a set  A set of 3 balls  A set of 4 sweets  [http://ts4.mm.bing.net/th?id=HN.608028405793818615&w=90&h=91&c=7&rs=1&pid=1.7http://ts4.mm.bing.net/th?id=HN.608028405793818615&w=90&h=91&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=sweets%20black%20and%20white&qs=n&form=QBIR&pq=sweets%20black%20and%20white&sc=0-20&sp=-1&sk=#view=detail&id=1C0BE8861A81BD2E0965D3705A0ECA654A15FA07&selectedIndex=5)  [http://ts4.mm.bing.net/th?id=HN.608028405793818615&w=90&h=91&c=7&rs=1&pid=1.7http://ts4.mm.bing.net/th?id=HN.608028405793818615&w=90&h=91&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=sweets%20black%20and%20white&qs=n&form=QBIR&pq=sweets%20black%20and%20white&sc=0-20&sp=-1&sk=#view=detail&id=1C0BE8861A81BD2E0965D3705A0ECA654A15FA07&selectedIndex=5)  A set of 5 dolls  Teddy BearTeddy BearTeddy Bear  Teddy BearTeddy Bear  A set of 2 cats  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOthttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOt | Laenres should be able to:-  Name the given sets  Read and draw the given sets | Forming sets  Grouping sets  Naming sets  Drawing different sets |  |  |  |  |
| 3  &  4 | Form sets  Small sets form big set | From small sets from a big set  Read and name the sets in the big set |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **l/Area** | **L/out come** | **Developmental activities** | **Competences** | **Objectives** | **Methods** | **Activities** | **Skill** | **T/Aids** | **Ref** | **Rem** |
| 1 | 1  2  3  4 | Developing and using my language appropriately | Communicating confidently effectively ad meaningfully in spoken and sign language in a wide range of situations | Orientation  Welcoming learners back from their holidays  Learning names of people in our class  Learning a greeting song  Good morning dear children how are you?  We are fine  Good morning dear teacher how are you?  Am fine…………………  Telling news about the holiday and the festive seasons e.g. Christmas and New year day.  -During the holiday I visited my aunt  -We ate a big cake  -On Christmas day mum bought balloons  -We lit many candles  -Our family entered the new year at freedom city and we saw the fireworks etc | I can express myself well | Within the lesson learners should be able to:  -Tell their names confidently  -Sing a song properly  -Tell what happened during the holiday | Explanation  Discovery  Imitation  Discussion | Singing about the welcoming song  Naming their fellow learns in class | Listening  Speaking  Reading  Writing | Real objects e.g. balloon  Candle  Chalkboard illustration |  |  |
| 2 | 1 | Developing and using my language appropriately | Communicating confidently effectively and meaningfully in spoken and sign language in a wide range of situations | Greetings  -Good morning children  -Good morning teacher  -Good morning friend  Good morning Joan  -How are you  -Am fine thank you  -Good afternoon  example   * Teacher: Good morning Joan * Learner: Good morning teacher * Copy and write   a a a  \_\_ \_\_ \_\_ | I can express myself well | Within the lesson,  Learners should be able to  -express themselves well when greeting  -Role play the greeting | Explanation  Imitation  Discussion  Questions and answer | Greeting each other in class | Listening  Speaking  Reading | A greeting song | L  e  a  r  n  i  n  g  f  r  m  e  w  o  r  k  4-5 |  |
| 2 | Farewell  -Good bye mummy  -Good day  -See you  -Good night  Examples  Learners: See you teacher  Teacher: see you Brian  Put on the missing parts |  | -Act the dialogue about the farewell | Role playing | Say farewell to each other  Acting the roles of a pupil and a teacher in a short greeting and farewell (dialogue) | Writing | Pictures  -ant  -apple  -ark  -axe |  |  |
| 2 | 3 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Knowing one’s identify  -What is your name?  -My name is……………………  -How old are you?  -I am 4 years old.  Example (dialogue)  Teacher: What is your name?  Tom: My name is Tom  Copy and write the letters  a b c d  \_\_ \_\_ \_\_\_ \_\_ | I can express myself well | Within the lesson, learners should be able to:-  -Express them | Explanation  Discussion | Answering oral questions about their own names | Listening  Speaking | Names of people in class |  |  |
| 4 | Are you a boy or a girl  I am a ………………  In which class are you?  I am in KG II Kob/bear  Write and draw   |  |  |  |  | | --- | --- | --- | --- | | a |  | b |  | |  |  |  |  | | c |  | d | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Duck.jpg | |  |  |  |  | | Tell their names | Questions and answer  Role playing | Acting a dialogue about a teacher and learner  Teacher: What is your name?  Learner: My name is Mary | Reading  Writing | Flash cards  a b  pictures |  |  |
|  | 1 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Commands  -Stand up - Close your ears  - Sit down - Come here  -shake your body - go back  Circle the given letters  a c a d t  b m k I b | I can express myself well | Within the lesson, learners should be able to:-  -respond to the commands correctly  -respond to the instructions given correctly  Answer the oral questions | Explanation  Observation  Role playing | Role playing about the commands i.e. teacher stand up  Learners should respond to the command | Listening  Speaking  Reading  Writing | Real objects e.g. mat  A tin of colours  Duster  chalkboard |  |  |
| 2 | Instructions  -Go and rub the chalkboard  -Come and sit on the mat  Match the same and write  a d  b a  d b |
| 3 | School environment  -Where do you go to school?  -What is your headteacher name?  Circle the same letter  a a t  b m b  I c c |
| 3 | 4 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | School environment  Tell friends at school  Joan  Mary  Draw yourself at school  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\boy-runing-2.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\girl going to school.jpg | I can express myself | Within the lesson learners should be able to;  -tell their friends at school  -draw themselves at school  Tell the names of people at school  Tell what people at school do | Within the lesson learners should be able to;  -tell their friends at school  Draw themselves at school  Tell the names of people at school  Tell what people at school do | Explanation  Discussion  Observation  Look and say | Drawing the pictures themselves at school  Telling the names of our friends  Singing a song about people at school  Visiting the  Sick bay  Kitchen  Reception  Headteacher’s office  For the learners to identify what people at school do | Chalk board illustration  Letter flash cards  A chart showing letters | L  e  a  r  n  i  n  g  f  r  a  m  e  w  o  r  k  4-5yrs  Pg  54 |  |
| 4 | 1 | People at school  Vocabulary  Teacher, cooks, cleaners, matrons  Copy and write  e e e e  \_\_ \_\_ \_\_ \_\_ |
|  | 2 | People at school  Vocabulary,  Bursar, secretary, headteacher,  a b c d e  \_\_ \_\_ \_\_ \_\_ \_\_ |  |
| 4 | 3 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Things at school and in class  Vocabulary  Car, tree, gate, class  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Car.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\tree -3.jpg  Car tree gate  Class  Copy and draw   |  |  |  |  | | --- | --- | --- | --- | | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Car.jpg | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\tree -3.jpg |  |  | |  |  |  |  | | I can express myself well | Within the lesson, learners should be able to;  Draw the pictures of things at school correctly  Match the letters correctly  Name the things I class correctly | Explanation  Observation  Look and say | Drawing the pictures of things at school  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\tree -3.jpg  Shading the pictures or things at school  Math the letters to letters and write  a d  b e  c c  d a  e b | Listening  Speaking  Reading  writing | Picture cards  Letter cards |  |  |
|  | 4 | Things in class  Vocabulary  Blackboard, chair, broom,  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Chair-2.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Broom.jpg  book  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Book.jpg  Exercise  Match the same and write  a d d  b e\_\_\_  c c\_\_\_  d a\_\_\_  e b\_\_\_ |
| 5 | 1 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Things in class  Vocabulary  Pencil bottle mat tin  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pencil.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Bottle.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Mat.jpg  Copy and write  e f g h  \_\_\_ \_\_\_ \_\_\_ \_\_\_ | I can express myself | Within the lesson learns should be able to;  Identify the things in class  Name the pictures in class orally and correctly  Write the letters correctly | Explanation  Observation  Look and say | Naming the things in class  Writing the letters of the alphabet  e f g h | Listening  Speaking  Reading | Real objects e.g. pencils tin etc  Letter cards  Letter cut outs |  |  |
|  | 2 |  |  | Things in class  Table bag watch  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Table-1.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Bag.jpg  Write the letter on the pictures.  e \_\_ \_\_\_ \_\_\_  f \_\_ \_\_\_ \_\_\_  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Girl-7.jpg g \_\_\_ \_\_\_ \_\_\_  H \_\_\_ \_\_\_ \_\_\_ |  | Circle the letter correctly | Questions and answer | Writing |  |  |  |  |
|  | 3 | Circle a letter for the given picture   |  |  | | --- | --- | |  | a b c d e f | |  | k t h y m r | |  | e z x I q s | | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Girl-7.jpg | v w u p I | |
| 4 | Things in class  Duster Television  C:\Users\Admin2\Desktop\new images\new\television.gif    Cupboard  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Cupboard.jpg | I can express myself | within the lesson learners should be able to:-  -identify the things in class  - match a letter to a picture correctly  -identify the people at home | Explanation  Observation  Discussion  Look and say  Questions and answer | Listening  Speaking  Reading  Writing | Letter cards  Picture cards  Letter cut outs |  |  |  |
| 6 | 1 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Our home  People at home    Mother father  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\woman sit on mat.jpg  Brother sister  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Boy-8.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Girl-7.jpg  Copy and write  h i j k  \_\_\_ \_\_\_ \_\_\_ \_\_ | Identify the people at home  Identify and circle the correct letter and write correctly | Look and say  Question and answer | Copy and write the letters of the elephant | Reading  Writing | Letter cut outs |  |  |  |
| 2 | Circle the correct letter and write  ɥ h ɦ  i . .  ! ϊ ј  K ∑ Ⱪ |
| 6 | 3 | People at home  uncle, aunt,  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\girl back home.jpg  grandfather, grand mother  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Old man hold a stick.jpg  **Circle the correct picture for the letter and draw.**   |  |  |  | | --- | --- | --- | | h |  |  | | i |  |  | | j | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\girl back home.jpg |  | | k | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Kite.jpg |  | | I can express myself | Within the lesson learners should be able to:  Identify the other people found at home correctly  Circle the pictures correctly | Explanation  Observation  Look and say | Naming the people at home through singing  Shading the pictures of people at home  Circling the pictures related to the letter | Listening  Speaking  Reading | Picture cards  Word cards  Letter cards |  |  |
|  | 4 |  |  | People at home  cousins, maid, baby, grandmother  copy draw and write   |  |  | | --- | --- | |  | Hat | |  |  | |  | inkpot | |  |  | | C:\Users\Admin2\Desktop\new images\utencils\jug.jpg | jug | |  |  | | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Kite.jpg | kite | |  | Draw and write the word correctly | Question and answer | Drawing the pictures and writing the words for the picture | Writing | Chalk  board |  |  |
| 7 | 1 | Developing and using my appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Things at home  Vocabulary  Table, chair, mat, radio  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Table.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Chair.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Mat.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\RADIO.jpg  Copy and write  k I m n  \_\_ \_\_\_ \_\_\_ \_\_\_ | I can express myself well | Within the lesson, learners should be able to;  Identify the things at home  Write the letters correctly  Match the letters to pictures correctly | Explanation  Observation  Look and say | Writing the letters of the alphabet  Drawing the pictures of the learnt letters of the alphabet | Listening  Speaking  Reading | Picture cards  Letter cards  Chalk  baord |  |  |
| 2 | Things at home  Vocabulary  Television, bed, blanket  C:\Users\Admin2\Desktop\new images\new\television.gif C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Bed.jpg  Match the letter to the picture  K C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Mat.jpg  I th?id=HN  M C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Kite.jpg  n |  |  |
|  | 3 |  |  | Things at home  Vocabulary  Basket jerrycan pot  [http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=basket&FORM=HDRSC2#view=detail&id=58C2CAC81F8C0F54F0D0DE0A3E9A032EAED29C41&selectedIndex=142) C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Jerrycan.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pot.jpg  Circle the given letter   |  |  |  |  | | --- | --- | --- | --- | | k | f | k | b | | I | a | c | I | | m | m | e | d | | n | i | h | n | |  |  |  |  | |  | Draw the pictures correctly  Circle the letter correctly | Questions and answer | Circle the learnt and given letter | Writing | Real objects e.g mat, pot |  |  |
|  | 4 | Developing and using my appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Things at home  Spoon fork basin Basket  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Spoon.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Fork.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Basin.jpg [http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=basket&FORM=HDRSC2#view=detail&id=58C2CAC81F8C0F54F0D0DE0A3E9A032EAED29C41&selectedIndex=142)  Draw and write   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | m |  | man | l |  | leg | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | k | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Kite.jpg | kite | n |  | net | |  |  |  |  |  |  | | I can express myself well | Within the lesson learners should be able to;  Identify the things at home  Identify the things at home  Copy and write the letters correctly  Draw the picture correctly | Explanation  Observation  Look and say  Questions and answer | Naming the things at home  Writing the letters of the alphabet  Writing the words  Drawing pictures | Listening  Speaking  Reading  Writing | Chalk board  Letter cards  Letter cut outs  Picture cards  Chart showing animals at home |  |  |
| 8 | 1 | Animals at home  Vocabulary  Cow cat goat  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Cow-2.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Goat-2.jpg  Copy and write  m n o p q  \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ |  |
|  | 2 | Animals at home  Vocabulary  Dog pig  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Dog-2.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\PIG-1.jpg  Copy and draw   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | o | [http://ts2.mm.bing.net/th?id=HN.608026528745129145&w=140&h=155&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=an+onion&qs=n&form=QBIR&pq=an+onion&sc=8-8&sp=-1&sk=#view=detail&id=94312D11C6600FBB6F12E50F044E0E76352B6EA6&selectedIndex=190) | onion | n |  | net | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | p | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pen.jpg | pen | m | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Mat.jpg | mat | |  |  |  |  |  |  | |
| 8 | 3 | Developing and using my appropriately | Communicating confidently, effectively and meaningfully in spoken and sing language in a wide range of situations | Animals at home  donkey camel  C:\Users\Admin2\Desktop\new images\Animals\donkey.bmp C:\Users\Admin2\Desktop\new images\tuaha\camel.jpg  Match a picture to the words and write  th?id=HN pot pot  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Bird-2.jpg quill\_\_\_\_\_\_  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Pot.jpg nest\_\_\_\_\_\_  owl\_\_\_\_\_ | I can express myself well | Within the lesson, learners should be able to:  Identify the animals at home  Read the words and match correctly  Circle the words correctly | Explanation  Observation  Look and say  Questions and answer | Naming the animals at home orally  Reading simple words for the learnt letters  Matching pictures to words  Matching and drawing pictures | Listening  Speaking  Reading  Writing | A chart showing animals at home  Letters cards  Chalk board illustration |  |  |
|  | 4 |  |  | Animals at home  Vocabulary  rabbit sheep  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\RABBIT.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Sheep.jpg  Circle the word for a given letter   |  |  |  |  | | --- | --- | --- | --- | | n | net | box | tin | | o | car | owl | bag | | p | sun | box | pot | | q | queen | kite | hen | |
| 9 | 1 | Developing and using my appropriately | Reading to enjoy, acquire knowledge and understanding | Identifying and matching pictures  C:\Users\Admin2\Desktop\new images\people\queen.jpg  C:\Users\Admin2\Desktop\new images\Animals\rat.jpg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\tree -3.jpg  C:\Users\Admin2\Desktop\new images\people\queen.jpg  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\tree -3.jpg C:\Users\Admin2\Desktop\new images\Animals\rat.jpg | I can recognise and interpret pictures and letter shapes |
|  | 2 | Copy and write  p q r s t  \_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  \_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_  \_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_ | I can express myself | Within the lesson learners should be able to;-  Copy and write the letters correctly | Explanation  Observation | Writing the letters of the alphabet | Listening | Pictures e.g. star tin |  |  |
|  | 3 | Developing and using my appropriately | Reading to enjoy, acquire knowledge and understanding | Match the letter to pictures  q  r  s  t C:\Users\Admin2\Desktop\new images\Animals\rat.jpg |  | Match the letters to the picture correctly and draw  Match the same letters and write correctly | Look and say  Questions and answer | Matching letters to picture and drawing  Matching the same letters | Speaking  Reading  Writing | Tings  Feathers  Letter card  Letter cut outs |  |  |
|  | 4 | Match the same letter and write  o r  p s  q t  r o  s p  t q |
| 10 | 1 | Carrying out picture talks    C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Table.jpg  http://ts1.mm.bing.net/th?&id=HN.608022955346037373&w=300&h=300&c=0&pid=1.9&rs=0&p=0  What is this  This is a ……………….. | I can express myself | Within the lesson learners should be able to;  Identify the pictures  Make correct sentences using the pictures correctly | Explanation  Observation  Look and say | Writing the letters of the alphabet  Drawing pictures and writing their naming words | Listening  Speaking  Reading  Drawing | Picuter cards  Letter cards  Letter cutouts |  |  |
|  | 2 | Copy and write  s t u v w  \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  \_\_\_ \_\_ \_\_ \_\_\_ \_\_\_\_ \_\_\_ |
|  | 3 | Match the letter to the picture and draw  S  t C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Table.jpg  u  v http://ts1.mm.bing.net/th?&id=HN.608022955346037373&w=300&h=300&c=0&pid=1.9&rs=0&p=0  w |
|  | 4 |  |  | Copy, draw and write  t tin u umbrella  v C:\Users\Admin2\Desktop\new images\tuaha\van.gif van w wall |  |  | Questions and answer  Observation  Discussion |  | Writing  Drawing  Colouring | Word cards  Real objects  Umbrella  Tin  van |  |  |
| 11 | 1 | Developing and using my language appropriately | Reading to enjoy, acquire knowledge and understanding | Copy and write  w x y x  \_\_ \_\_ \_\_ \_\_  \_\_ \_\_ \_\_\_ \_\_\_ | I can express myself well | Within the lesson, learners should be able to;  Write the letters correctly  Draw good pictures related to the letters  Read the words correctly  Put on the picture the missing parts | Explanation  observation  Question dn answer  Look and say  Discovery | Writing the letters of the alphabet  Drawing pictures of the learnt letters of the alphabet  Matching pictures to words  Finding missing parts on the pictures | Listening  Speaking  Reading  Writing | Letter cards  Picture cards  Read objects  Zip  Wall  Yam  Letter cut outs |  |  |
| 2 | Relating letters to pictures  Write and draw     |  |  |  |  | | --- | --- | --- | --- | | W |  | x |  | | y | C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Yam.jpg | z | [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQ43jLmXLixqEoNtDsplekAp2IrReJH0W_MystqxsE1wesfZ2O8lg](http://www.google.com/imgres?imgurl=http://lunyole.webonary.org/wp-content/uploads/bantu/images/original/razor.png&imgrefurl=http://lunyole.webonary.org/?s=razor%20blade&partialsearch=1&h=1131&w=1351&tbnid=ZP5O7exX4QMmRM:&zoom=1&docid=dOb2UkzqF-nYtM&ei=nuzMU_T_CM334QTl6oBg&tbm=isch&ved=0CGUQMygpMCk&iact=rc&uact=3&dur=302&page=3&start=35&ndsp=23) | |
| 3 | Relating the pictures to words  Match the picture to the word and write  yam  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Yam.jpg wall  [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQ43jLmXLixqEoNtDsplekAp2IrReJH0W_MystqxsE1wesfZ2O8lg](http://www.google.com/imgres?imgurl=http://lunyole.webonary.org/wp-content/uploads/bantu/images/original/razor.png&imgrefurl=http://lunyole.webonary.org/?s=razor%20blade&partialsearch=1&h=1131&w=1351&tbnid=ZP5O7exX4QMmRM:&zoom=1&docid=dOb2UkzqF-nYtM&ei=nuzMU_T_CM334QTl6oBg&tbm=isch&ved=0CGUQMygpMCk&iact=rc&uact=3&dur=302&page=3&start=35&ndsp=23)  x-mas tree |
| 4 | Finding missing parts |

**MIDDLE CLASS GENERAL KNOWLEDGE SCHEME OF WORK TERM ONE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **l/Area** | **L/out come** | **Competence** | **Content** | **L/out come objectives** | **Methods** | **L/Aid** | **Activities** | **Skill** | **Ref** | **Rem** |
| 1 | 1 |  |  |  | Orientation  Taking pupils around the school |  |  |  |  |  |  |  |
| 2 | Taking care of myself for proper growth and development | Identifying and naming different parts of the body | Caring for the eyes  http://t1.gstatic.com/images?q=tbn:ANd9GcRF_jcvQ35HuMRybPkxHR6K4UGpJPRKXzpF7TbbcturOS4QGbvJWweyes  Eyes for seeing  http://t1.gstatic.com/images?q=tbn:ANd9GcS-htu-IP6BStO-xL797PnNfr84ezv3pgoBxxFg2k5cKV5uy17vVAhttp://t1.gstatic.com/images?q=tbn:ANd9GcS-htu-IP6BStO-xL797PnNfr84ezv3pgoBxxFg2k5cKV5uy17vVAears | Practicing washing my face and eyes  Thanking God for the gift of eyes and ears | Within the lesson learners should be able to:-  -name the parts of the body  -tell the use of the mentioned body parts | Look and say  Explanation  Question and answer | Real objects  A chart showing body parts  Chalk board illustration | Learners will name, draw and tell the uses of different body parts copy and draw  [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcR008RUovRvKq9Sxlm__SNKtWnUyBVDp3f9soCGqY2VMfa0xL7z](http://www.google.com/imgres?imgurl=http://www.clipartguide.com/_named_clipart_images/0511-1205-1816-2462_picture_of_a_mouth_with_a_tongue_sticking_out_in_black_and_white_in_a_vector_clip_art_illustration_clipart_image.jpg&imgrefurl=http://www.clipartguide.com/_pages/0511-1205-1816-2462.html&h=350&w=310&tbnid=NzS2xhpzSyfRpM:&zoom=1&docid=b8YbZMyEGsCj5M&ei=BwTNU86HLsGkPfahgbgM&tbm=isch&ved=0CGkQMyg2MDY&iact=rc&uact=3&dur=590&page=3&start=37&ndsp=23)tongue  http://t0.gstatic.com/images?q=tbn:ANd9GcSD1Kf75_9-tXlzFCNqJma0wgQ7wzB-ST1xQkabDoMGCWn8N_2lnose | Listening  Speaking | LFW  Pg  27-29 |  |
| 2 | 1 | Ears for hearing  [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcR008RUovRvKq9Sxlm__SNKtWnUyBVDp3f9soCGqY2VMfa0xL7z](http://www.google.com/imgres?imgurl=http://www.clipartguide.com/_named_clipart_images/0511-1205-1816-2462_picture_of_a_mouth_with_a_tongue_sticking_out_in_black_and_white_in_a_vector_clip_art_illustration_clipart_image.jpg&imgrefurl=http://www.clipartguide.com/_pages/0511-1205-1816-2462.html&h=350&w=310&tbnid=NzS2xhpzSyfRpM:&zoom=1&docid=b8YbZMyEGsCj5M&ei=BwTNU86HLsGkPfahgbgM&tbm=isch&ved=0CGkQMyg2MDY&iact=rc&uact=3&dur=590&page=3&start=37&ndsp=23)  tongue  Tongue for tasting  http://t0.gstatic.com/images?q=tbn:ANd9GcSD1Kf75_9-tXlzFCNqJma0wgQ7wzB-ST1xQkabDoMGCWn8N_2l nose  Nose for smelling | Associating parts of the body and their different uses  Thanking God for the gift of eyes | Within the lesson learners should be able to:-  -name the parts of the body  -tell the use of the mentioned parts of the body | Drawing |  |
| 2 | Lips/mouth  http://t0.gstatic.com/images?q=tbn:ANd9GcRYuUeXyGlmU2cx3GN4tjQ2CBYTt5VhWvsTmwYRydSaXGGGPVG-  Teeth  http://t1.gstatic.com/images?q=tbn:ANd9GcQ0rSar1HXLkgsfo0MhD3ZiShxe0PZ75NXXvqzcc6QxmJbLWd7IIQ  Skin for feeling | Name and identify the body parts | Within the lesson learners should be able to:-  Name the body parts correctly  Draw the given parts | Guided discussion  Guided discovery  Brain storming | Real objects  A chart showing body parts  Chalkboard illustration | Copy and draw  http://t0.gstatic.com/images?q=tbn:ANd9GcRYuUeXyGlmU2cx3GN4tjQ2CBYTt5VhWvsTmwYRydSaXGGGPVG-  mouth  http://t1.gstatic.com/images?q=tbn:ANd9GcQ0rSar1HXLkgsfo0MhD3ZiShxe0PZ75NXXvqzcc6QxmJbLWd7IIQteeth | Drawing  Listening  Speaking | LFW  Pg  27 - 29 |  |
| 3 | 1 | Caring for the body  Naming the parts of the arm | Practicing washing my face and eyes  elbow  hand  C:\Users\user\Desktop\arm.png | Within the lesson learners should be able to:-  Name the parts of the arm  Name the parts of the hand correctly | Look and say  Explanation  Question and answer | Real objects  A chart showing an arm | Learners will trace the arm and name  C:\Users\user\Desktop\arm.png | Listening  Speaking  Drawing  Writing | LFW  Page  27 - 29 |  |
| 2 | Identify and name the given body parts | palm, thumb  finger, nails | Within the lesson learners should be able to:-  Trace the hand, name the hand orally  Shade the hand | Real objects  Ac chart showing the hand | Name orally the parts of the hands |
| 4 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts of the body | Identifying and name the given parts of the leg | heel, toes, ankle, knee, toe nails, thigh | Within the lesson learns should be able to:  Name orally the parts of the leg, trace the leg, shade the leg | Guided discovery  Guided discussion | A chart showing the parts of the leg | Name orally the parts of the leg | Listening  Speaking  Drawing  Writing | LFW  Page  27 - 29 |  |
| 2 | I can identify the parts of eye correctly | eye lid  eye brow  eye lashes | Within the lesson learners should be able to:  Orally name the parts of the eye | Explanation  Questions and answer  Guided discovery  Guided discussion | Real objects  A chart showing an eye  A chart showing the foot | Learners will name orally the parts of the eyes | Listening  Speaking |
| 5 | 1 | I can identify the parts of the foot correctly | heel, toes, toenails, ankle | Within the lesson , pupils should be able to:-  Name the parts of the foot orally, draw the foot correctly | Name the parts of the foot orally | Listening  Speaking  Drawing |
| 2 | I can care for my body | How to care for various body parts  -brushing the teeth and tongue daily  -combing the hair  -bathing daily  -scrambling the body  -cutting the nails short  -washing the clothes  -washing hands before eating food  -washing hands after visiting toilets  -keeping the place where we live clean  -Clearing the ears | Within the lesson, learners should be able to:  Tell how to care for various body parts  Demonstrate how to care for the various body parts |  | Learners will practise how to care for body parts at school | Listening  Speaking |  |  |
| 6 | 1 | I can identify the things used to clean the body  I can name the things used to clean the body correctly | http://t1.gstatic.com/images?q=tbn:ANd9GcSAY_LOtFwqxlSDWLQJZWBiKP6CYERaP4HrQDIBbEgBzpXqQXfkLAhttp://t2.gstatic.com/images?q=tbn:ANd9GcR7dP5qowo6OAEvgsYEeZ8PXxVznHT3T8qD428nFspT0o1goDKMpw  Water sponge soap  http://t3.gstatic.com/images?q=tbn:ANd9GcQHSofS_7QkzCQ3rdYXHoIxLu2topqUXyAhWyywhkO8W31WnwTmhttp://t0.gstatic.com/images?q=tbn:ANd9GcQ25kCIkrbOyOhmaj5UeqwkDVuoxWnGHIB6APtghnY3NKxll5NYewC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Basin.jpg  Comb toothbrush basin | Within the lesson learners should be able to:  Name the things used to clean the body | Explanation  Guided discovery  Look and say  Demonstration | Real objects basin, soap, comb, towel  Razorblade  Toothbrush  toothpaste | Copy and draw the things used to clean the body | Listening  Speaking  Drawing  Writing | LFW  Page  27 - 29 |  |
| 2 | Towel razor blade toothpaste  http://t2.gstatic.com/images?q=tbn:ANd9GcQ43jLmXLixqEoNtDsplekAp2IrReJH0W_MystqxsE1wesfZ2O8lg http://t3.gstatic.com/images?q=tbn:ANd9GcQ45e3Edv5fTijCMlK4D4JMu-XTqdCd7_Oj-awY_-jZlLcGtBtg5A | Water  Ear puds | Copy and draw the items used to clean the body |  |
| 7 | 1 | Interacting with exploring knowing and using my environment | Exploring and knowing my immediate environment | I can tell the sense organs correctly | Uses of body parts  http://t1.gstatic.com/images?q=tbn:ANd9GcRF_jcvQ35HuMRybPkxHR6K4UGpJPRKXzpF7TbbcturOS4QGbvJWweyes for seeing  http://t0.gstatic.com/images?q=tbn:ANd9GcSD1Kf75_9-tXlzFCNqJma0wgQ7wzB-ST1xQkabDoMGCWn8N_2lnose for smelling  C:\Users\user\Desktop\ears.jpgfor hearing  [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcR008RUovRvKq9Sxlm__SNKtWnUyBVDp3f9soCGqY2VMfa0xL7z](http://www.google.com/imgres?imgurl=http://www.clipartguide.com/_named_clipart_images/0511-1205-1816-2462_picture_of_a_mouth_with_a_tongue_sticking_out_in_black_and_white_in_a_vector_clip_art_illustration_clipart_image.jpg&imgrefurl=http://www.clipartguide.com/_pages/0511-1205-1816-2462.html&h=350&w=310&tbnid=NzS2xhpzSyfRpM:&zoom=1&docid=b8YbZMyEGsCj5M&ei=BwTNU86HLsGkPfahgbgM&tbm=isch&ved=0CGkQMyg2MDY&iact=rc&uact=3&dur=590&page=3&start=37&ndsp=23)  For tasting  Skin for feeling | Tell the sense organs correctly | Explanation  Guided discovery  Look and say  Demonstration | A chart showing body parts | Learners will copy and write the sense organs | Listening  Speaking  Drawing  Writing | LFW  Page  27 - 29 |  |
| 2 | I can identify people, animals, plants and other things at the learning centre  I can tell their (work )assignments at the learning centre | Naming people animals, plants at school  People at school  Headteacher  Teachers  Cooks  Bursar  Pupils  secretaries  Cleaners  Askari  Their assignments at school | Within the lesson learners should be able to:  Name the people at school correctly  Tell their assignments at school | Field trip  Guided discussion  Guided discovery  explanation | Real objects  School environment | Name the people found at school  Tell the tools used  Field trip to the office  Identify their assignment  Tell the name of the school | Listening  Speaking  Writing  Drawing |  |
| 8 | 1 | I can tell the things at school  I can tell or identify the items found in class | Things at school  Buildings  Classes  Offices  Kitchen  Store  Toilets  Things/items found in class  Tables, chairs, Pens  Pencils, Chalk  Black board, Books  Duster  Cup board  Mattresses  Bed sheets  File  Ruler  Mat  stick |  | Look and say  Excursion  (field trip)  Discovery | Classroom environment  Chalk board illustration  Real objects | Identifying and name the things at school  Tour the school and observe the buildings  Name the items found in class  Draw things at school | Listening  Speaking  Writing  Drawing |  |
| 8 | 2 | Interacting with exploring knowing and using my environment | Exploring and knowing my immediate environment | I can identify people, animals plants and other things at the learning centre | Animals and their sounds babies and homes  Domestic animals  Animals kept at home  Examples  Cow – kraal – mows  Goat – shed – bleats  Sheep – shed- bleats  Dog – kennel – barks  Cat- basket – purrs  Rabbit – barrow  Pig – sty - grunts | Within the lesson , learns should be able to:-  Define the term domestic animals  Identify domestic animals  Tell their homes and sounds correctly | Look and say  Explanation  imitation | A chart showing domestic animals and their homes and young ones | Define the term domestic animals  Name domestic animals  Identify animal homes  Identify animal sound  Imitating the sounds made by various domestic animals | Listening  Speaking  Writing  Drawing | LFW  Page  18-20 |  |
| 9 | 1 | I can identify people, animals, plants and other things at the learning centre | Animals young ones  Cow – calf  Goat – kid  Sheep – lamb  Dog – puppy  Cat – kitten  Rabbit – bunny  Pig – piglet | Name animal young ones  Draw domestic animals | Guided discovery  Explanation  Guided discussion | A chart showing domestic animals and their homes and young ones | Name and identify animal young ones |
| 2 | Knowing and appreciating important places in the environment | I can report about important places in the environment | Important places school  Church | Mention important places in our community  Draw vital places | A chart showing important places in a community | Name and identify important places in the community | Drawing  Colouring |  |  |
|  |
| 10 | 1 | Exploring and knowing my immediate environment | I can report about important places in the environment  I can draw important places | Home  http://t0.gstatic.com/images?q=tbn:ANd9GcQxIQdQ8GPIKcdxoRWS2ZRWx54WWrvqDUE-Ss_E7iLHrhiEDhRpCQmosque  C:\Users\Admin2\Desktop\new images\places\police station.jpg  Police station | Within the lesson learners should be able to:-  Identify and name useful places in our community | Question and answer  Brain storming  Filed explanation | A chart showing important places home mosque police station | Name important places in the community  Indentify important places in the community | Listening  Speaking  Writing  Drawing | LFW page  18-20 |  |
|  | 2 | Interacting with exploring knowing and using my environment | Exploring and knowing my immediate environment | I can name and identify important places in the community | Hotel  C:\Users\Admin2\Desktop\new images\house\hospital.gifhospital  Zoo park  Taxi park  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Luganda-BK1\Car.jpgC:\Users\Admin2\Documents\My Documents\MY PHOTOZ\TOPIC-2-SCI-P7\BICYCLE-P-7.jpgC:\Users\Admin2\Desktop\new images\tuaha\van.gif | Name important places in the environment  Draw the important places in the environment  Draw the important places in the environment | Inquiry  Look and say | A chart showing important places in the community i.e. hotel hospital zoo park | Draw important places in the community  Visit a super market  Children will have a tour visit at a church nearby visit a zoo |  |  |  |
| 11 | 1 | I can name, identify important places  I can tell what takes place there | Shop  Saloon  market | Name and identify vital places in the community | Discussion | A chart showing a shop saloon and market | Shop –where items are sold  Saloon – its where we cut and plait our hair market – its where food is sold | Drawing  Colouring |  |  |
| 2 | Interacting with exploring knowing and using my environment | Identifying dangers in my environment and taking precaution | I can recognise dangerous things and situations in my environment | Naming dangerous things  Fire  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\FIRE.jpg  Broken glass Thorn  http://ts1.mm.bing.net/th?&id=HN.608045783207053550&w=300&h=300&c=0&pid=1.9&rs=0&p=0  Bones Stones    Razor blade Snake  http://t2.gstatic.com/images?q=tbn:ANd9GcQ43jLmXLixqEoNtDsplekAp2IrReJH0W_MystqxsE1wesfZ2O8lg C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Snake.jpg  Needle  C:\Users\Admin2\Desktop\new images\tools\needle.jpg  Wasps  Bees, scorpions, spiders, flies | Within the lesson, learners should be able to:-  Name dangerous things  Draw dangerous things | Question and answer  Explanation  Observation | A chart showing dangerous things (objects  Real objects of dangerous things in our school | Name dangerous things  Draw dangerous things  Identify dangerous insects | Listening  Speaking  Writing  Drawing | LFW page  22 - 24 |  |
| 12 |  | Interacting with exploring knowing and using my environment | Identifying dangers in my environment and taking precaution | I can protect others from dangerous things | How to protect others form dangerous things   * Not playing near fire * Not to play in a busy area * Avoid playing with broken pieces of glass * Avoid playing with stones and bones * Avoid playing with razorblade, pins, nails and hot water * A void playing with electricity * A void playing on the road | Mention ways of keeping away from dangerous things | Inquiry  Guided discussion  Guided discovery | Real objects of dangerous things in our school | Interact with the teacher how to protect others from dangerous things | Listening  Speaking  Writing  Drawing | LFW page  22 - 24 |  |

**MIDDLE CLASS READING SCHEME OF WORK TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUTCOME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITIES** | **SKILLS** | **T/L AIDS** | **REF.** | **REM** |
| 1 | 1  And  2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made and read. | ***Reviewing set 1***  *(satipn)*  *bat ask and is*  *sit sin sat tap*  *Tip sip nap pat*  *Tin sit ant*  Spin, snap, map, rap, past, hand, sand, stamp, snip, spat, spit.  ***Tricky words***  *As, has, is, his*  ***Fill in a sound and i***  ***Sound, read and write.***   |  |  | | --- | --- | | ***a*** | ***i*** | | *---sk* | *---nk* | | *p---st* | *Sp---t* | | *Sn---p* | *h---s* | | *s---nd* | *s---n* | | *Within the lesson, learners should be able to;*  *Read the words and sentences.*  *Identify and read the tricky words.*  *Write the words for sound a and i.* | -Singing  (song)  -Observation  Play way  Phonic | -Readthe words.  ram  hand  snap  stamp  spin  Fill in a sound and i sound, read and write. | -Listening  -Speaking-Reading  -Writing | -A song.  -Pictures  -Real objects e.g. tap, tin,  hand, a toy cat. | Finger phonics set 1  -Learning frame  work 4-5 years. |  |
| 1 | 3 |  |  |  | Reading sentences:  It is a tin.  It is a tap.  It is a pit.  An ant and a tin.  A tap and a pit.  He sat on the mat | Read the sentences | -do- | Singing  Reading  Read the sentences | -do- | -do- | -do- |  |
|  | 4 | -do- | -do- | -do- | Read and write again the  Sentences.  An ant and a tin.  He sat on the mat. | Write the sentences | Play way  Look and say | Reading  Drawing and writing | Eye- hand coordination | Sentence cards. | -do- |  |
| 1 | 5 | . |  | I can differentiate between sounds made. | Reviewing all the reading in the week. Looking  at what they did not understand. | . |  | . |  |  |  |  |
| 2 | 1 |  |  |  | Word ending [at ] | Within the lesson, |  |  |  |  |  |  |
|  |  | Develop  ing and using my language appropriately | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | Reviewing set two.  Ck, e, h, r, m, d  **Sound c** and k  **Words**  cat, cup, car, can  kid, kill, king skip, skill, kill, kiss, skit, skin, scar, scan  cap, cot  kitten, kit  **Activity**  Fill the gaps with sound c and k.  id  ……ot  …..ow s…it  \_ \_ars\_in | Within the lesson, learners should be able to;  -listen to the story and identify a sound from the story.  -read the words correctly | Story telling  Singing (song) | -Filling the gaps with sound c  cot \_at, \_ar  Drawing the friends for sound c and k.  Writing the  Words | -Listening  -Speaking | -Story chart  -Pictures | Finger phonics set 2  -Learning framework 4-5 years. |  |
|  | 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made.  I can differentiate between sounds made | ck, e, h, r, m, d  Strong ck  ckckckckck  c k  ck  words for ck.  sack, pack, tack  sick, pick, tick, brick, stack, block, snack, snick, bracket, rocket, socket  **Sentences**  **Here is a sack.**  **It is a big brick.**  **Here is a socket.**  **Ann has snacks.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_  **\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_** | -Fill the gaps with c correctly.  -write the work for sound ck correctly.  . | -Observation  -Look and  And say. | Joining sound ck and writing  c k  ck  Writing the sound in air.  Writing the sentences.  Forming good words  Picking and reading the cards. | -Reading  -Writing  Sharing  -do- | -Real objects eg cake, candle  -sack | Finger phonics set 2  -Learning framework 4-5 years. |  |
| 2 | 3 | Developing and using my language appropriately | Listening  With acuity for information and enjoyment and responding appropriately ina wide range of situations. | -do- | **Sounds e,r,h.**  **Words.**  **e r h**  egg rat hat  elf ran hill  help red hen  men car hip  peg star hut  **Sentences.**  A hen has an egg.  The rat is in the car  Help him to sit.  It is a red hat. | Within the lesson learners should be able to ;  Read the words and sentences. | Look and say. | Sounding  Picking and reading the cards.  Forming good sentences. | Sharing  Self control  confidence | Word cards.  Real objects e.g. an egg, toycar, hat. | Finger phonics set two |  |
|  | 4 | -do- | -do- | -do- | **Sounds m, d**  **Words**  **m d**  man dam  map Dan  mad dot  miss desk  milk doll  mat dust  mist  **Sentences**  The man has sat at a desk.  The mad man has milk.  I miss Dan’s doll.  Dad’s dog has dots. | -do- | -do- | -do- | Reading  Self esteem | Real objects e.g. doll  Milk  Pictures | -do- |  |
| 3 | 3  pds | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sounds g ,o, l**  **Words**  on, octopus  got, gold, log of, motto, lollipop, lemon offmost, lost  egg got, hop, belt, slept, bell, lift  Tricky words  to, do, so, no, go,  **Sentences**  Go to the car.  I got his bag  The bulb is off.  I can put on and off.  He has a golden ring | Within the lesson, learners should be able to;  Read and write the words and sentences. | Look and say | 1.Write the sounds  g o l  \_ \_  Fill in the missing sound and read(g, o, l)  --old, m—st ---ost.  3.Read and match the same.  Egg bulb  Bag off  Bulb egg  Off bag | Confidence  Fluency | Real objects e.g. bag, bulb ,egg | Finger phonics  Set three. |  |
| 4 | 3  pds | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sounds u f and b**  **Words**  **u f b**  up fish bag  if slugBen  fin basket stuck bucket  fell , fist, fog dull, frost, flap, flag, flu  lollipopslab far  lemon left  lift  **Sentences**  If I go back, I will fall on the bed.  The fish has fins**.** | Within the lesson, learners should be able to;  -read the sounds.  -read the words and sentences, | -Story telling  -Rhyming  Look and say. | Drawing  1. Draw and write.  2. Read and draw.  3.Name the pictures  4. Listen and write.  Singing | -Listening  -Speaking  -Reading  Enjoyment  Confidence  Self esteem | -Story chart  -Pictures  Real objects  Box  Bag  Boy  flask | Finger phonics set 3  -Learning framework 4-5 years. |  |
| 5 | 1  And  2 | -do- | -do- | -do- | **Sound ai**  Storyline **Abigail’s ear.**  Friends: Rain, tail.  Chant: Snails play ai, ai.  Words  Rain snail train  Rail hair nail  Chair paint tail  Song:My ear hurt I was in pain. | Within the lesson, learners should be able to;  Say the sound.  Read the words. | -Observation  Look and say.  storytelling |  | -Writing  Sharing  Self awareness | Real objects  Nail  Tail  Hair  Chair  snail | Finger  phonics set 4 |  |
| 5  6 | 3 and 4  1 | Developing and using my language appropriately.  Developing and using my language appropriately | Listening with acuity for information and enjoyment and responding appropriately in wide range of situations  Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made  I can differentiate between sounds made | Sound ai  \_ain \_ ail \_air  Pain fail fair  pair  Brain  Cain sail aim  Lain  Faint captain  aid  Sentences.  Abigail has pain in her ear.  Cain has a big nail.  The train is on the rail.  Abigail is our maid  He got an aid from his dad.  Sound Jj  Storyline: Jack enjoyed juice and jam.  Friends: jam, jelly, jug, jet, jean, jerry can, just, jog, jump.  Months: June, July, Jan.  Names:Joelyn ,Joy  Words:  Job, just, jet, jam, jug, jog, junk, jot, jazz.  Jerry can, jacket, jackpot  Sentences  Cain has a jet.  I am just ok.  The jug has jam.  It is a junk jam. | -do-  Within the lesson, learners should be able to;  -Say the sound.  -Recognize the words in the story.  -Read the words and sentences.  Boy | Look and say  Demonstration  -Explanation  -Observation  -Demonstration  Demonstration.  Play way  Look and say  Chanting  Jumping jelly  Fish j, j,j. | 1. Write the sound.  2. Draw the pictures for the sound.  3.Fill the gaps with the sound  4. Name the pictures.  -Listening to the story  -Identifying the words from the story.  -Telling the names starting with the sound.  -Reading the words and sentences for the sound.  -Doing sound action | -Listening  -Speaking  -reading  Confidence  Sharing  Confidence  Reading | -Letter cutouts  -Word cards  Pictures  Real objects like jam, jelly, jug, jean, jerrycan. | Finger phonics set 4  -Learning framework 4-5 years.  Finger phonics set 4 |  |
| 6 | 2 | Developing and using my language appropriately | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made. | **Sound Jj**  Jam, jet, jik, job, jug  **Sentences**  The maid has a jug.  Jack has jam.  Dad has a jet. | Within the lesson, learners should be able to;  -Write the sound.  -Read the words and sentences.  -Draw the pictures.  -Write the words. | Play way  Demonstration  Look and say | -Writing the sound in air.  -Singing  -Reading the words and draw the pictures.  -Fill in the missing sound.  -Singing  Doing sound action. | Sharing  reading | -do- | -do- |  |
| 6 | 3  And  4 | Developing and using my language appropriately. | -do- | -do- | **Sound oa**  **Story line:**  The oaktree fell on the goat.  **Friends**: oak, boat, foam, road, soap,loaf,soak, float, coat, goat  **Sentences**  Can a goat wear a coat?  Soak my coat in the foam.  The boat can float. | -do- | -do- | -Recognizing the sound and the word in the story.  -Do the action for the sound.  Sing the song for the sound. | Confidence  Self esteem | Real objects like boat, road, foam, soap.  Pictures | Finger phonics set 4 |  |
| 7 | 1  And 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound oa**  **Words:**  Boast, toast, roar, float, soap, boat, road, soak  Board, cloak, load, toad  **Sentences**  The goat is on the oak tree.  The boat has sunk.  It is foam in the bucket.  Dad has a coat.  The boat can float on water.  Can a goat wear a coat? | Within the lesson, learners should be able to;  -listen to the story and identify the sound.  -read the words and sentences correctly. | -Storytelling  Play way;  Where are you going my little goat? -------- | -Reading the words and sentences.  -Write the sound.  -Draw the pictures for the sound.  -Fill in the missing sound.  -Name the pictures.  .  . | -Listening  -Speaking  -Reading | Pictures  -Real objects e.g.  -soap foam, boat | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 7 | 3 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound ie**  **Storyline:** The captain  **Friends:**  tie, pie, lie,die | Within the lesson learners should be able to;  Say the sound.  Read the words  Draw the pictures. | -Observation  ----Demonstration  -Play way | -Storytelling  -Chanting  -Singing  -Doing sound action. | -Writing  Sharing  Self esteem | Real objects  Like a tie and a pie. | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 7 | 4 | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound ie**  **Words**  Tie, pie  ,lie, die  **Sentences**  Dad has a tie in his coat.  He will die of AIDS.  It is a pie.  Let me lie on the bed. | Within the lesson, learners should be able to;  -Say the sound.  -read and write the words and sentences correctly.  Form good words. | Look and say  -Observation  -Demonstration  Play way | Singing  Reading  -Forming words | -Listening  -speaking  -Reading  Writing  Enjoyment  Care | Sound cards.  Word cards | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 8 | 1  And 2 | Developing and using my language appropriately. | -do- | -do- | **Sound ee**  **Storyline:**  **Friends:**tree ,bee, seed, number three.  **A chant:**  **A song**:See the donkey in its stall…. | Within the lesson, learners should be able to;  Identify the sound in the story and the words for the sound.  Draw the pictures.  Write the sound and the words . | -imitation  Demonstration.  -Play way  -Story telling | Singing  Doing the sound action.  Story telling  Reading words.  Painting the bee.  Draw the pictures and write the words. | -Writing  Enjoyment  Love  Care | Pictures  Sound cards.  Real objects like bee, seed  Number three | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 8 | 3 and 4 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound ee**  **Words.**  See, keep, been, feed, feet, meet, feel, seen, eel, sheep, street, queen**.**  **Sentences**  -The bee is in the jam.  -It is a nut seed.  -He has big feet.  -Abigail has paid the fee.  -Ben has seen his mum. | Within the lesson, learners should be able to;  -Say the sound.  -read the words and sentences correctly.  Say the sound.  Read the words and sentences. | Demonstration  Imitation  Play way | Plant the seed in the tins.  Reading words and sentences. | -Listening  -Speaking  Enjoyment  Care | Real objects like seeds, tins, feet  Pictures like queen, sheep. | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 9 | 1 and 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound or**  **Storyline:**  **Friends:** for, corn, horn, fork, sort, torch, horse.  **Sentences**  The goat has horns.  It is a maize corn.  **Activity**  Fill the gaps with or.  F\_ \_k b\_ \_n  St\_ \_m  C\_ \_n  T\_ \_n  Th\_ \_n  P\_ \_k | Within the lesson, learners should be able to;  Identity and say the sound and the words in the story.  Read the words and sentences for the sound.  Draw the pictures. | Play way  -Look and say  Imitation | Draw the pictures for the sound, write the sound and words. | -Reading  -Writing  Confidence  Self-esteem. | -Real objects like fork, corn,  Thorn,  torch | Finger phonics set 4  -Learning framework 4-5 years. |  |
| 9 | 3 and 4 | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound or**  **Words**: thorn, torn, port, storm, born, order, form**.**  **Sentences**  The stick has thorns.  Docus has a torn dress.  Anita has a fork.  **Word ending.**  **Form good words** | Within the lesson, learners should be able to;  -read the sounds correctly.  -read and write the words and sentences correctly.  Use the sound to form the words. | Play way  -Observation  -Singing  Look and say  Demonstration | Singing  Reading  Writing | -Listening  -Speaking  Confidence  Memorizing | -do-  -do-  - | Finger phonics set 4  -Learning framework 4-5 years.  -do- |  |
| 10 | 1-4 | -do- | -do- | -do- | **Revision of set 4**  (ai, j, oa, ie, ee, or)  Snail, drain, slain, faint.  Jet, jerrycan, jelly, jog.  Loaf, boast, toast, foam.  Pie, tie, lie, die.  Sheep,feel, seen, teen.  Born, pork, lord, form. | With in the lesson, learners should be able to;  Read the words and sentences | - Discussion  -look and say | Reading  Drawing  Singing | Reading  Confidence | Word cards  Pictures | Finger phonics set 4 |  |
| 8 | 1 | -do- | -do- | I can differentiate between sounds made. | **Sound Zz**  **Storyline:** Liz at the zoo.  **Friends:** Zip, zoo, buzz, Liz , zebra, fizzy  **Activity**  Draw Liz at the zoo seeing a zebra and the bees. | Within the lesson, learners should be able to;  -Listen to the story and identify the sound and the friends in the story.  . | Demonstration  -Imitation  Play way  Storytelling | Doing the sound action.  Singing.  Telling the names with the sound.  Singing. | Reading  -Writing  Enjoyment.  Alertness. | Pictures  Flash cards | Finger phonics set 5  -Learning framework 4-5 years. |
| 8 | 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound Zz**  **Words**:  zip, Liz , Zigzag  **Sentences**  Liz has a zip.  It is a zigzag form.  **Activities**  Sound and write.  Draw andwrite.  Name the pictures. | Within the lesson, learners should be able to;  -Say the sound.  -read the words and sentences correctly.  Name the **pictures**. | -do- | Reading the words and sentences  -Doing the sound action.  Singing.  Naming the pictures. | -Listening  -Speaking  -Reading  Writing  Self awareness | Pictures  Real objects like zip. | Finger phonics set 5  -Learning framework 4-5 years  . |  |
| 8 | 3 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound Ww**  **Storyline:**  William at the windmill.  **Friends:**  Wet, west, will, wind, web.  **Names:**  **Winfred, William, Washington, Wilma.** | Within the lesson, learners should be able to;  The sound and identify the words in the story.  Tell the names with the sound. | Storytelling  Play way  Imitation  Demonstration. | Storytelling  Doing the sound action  Telling the names with the sound.  Singing | Enjoyment  Self-awareness.  Confidence | Real objects like a web, wet cloth | Finger phonics set 5  -Learning framework 4-5 years. |  |
| 8 | 4 | Developing and using my language appropriately. | -do- | I can differentiate between sounds made | **Sound w**  **Words**  Wed, well, win, weep, wax, window, worm.  **Sentences**  Dad will wed mum.  Wilma has won Will. | Within the lesson, learners should be able to;  -read and write the sound correctly.  -read and write the words .  Name the pictures. | -Play way  -Demonstration  -Imitation  Look and say | Singing  Doing sound action  Reading  Writing | -Listening  -Speaking  -Reading  Writing  Self awareness | Real objects like window, wax.  Word cards | Finger phonics set 5  -Learning framework 4-5 years. |  |
| 9 | 1 | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made. | **Sound ng**  **Storyline:**Amstrong and Deng watching a weight lifter.  **Friends:**  **Long, bang, ring, lungs** | Within the lesson, learners should be able to ;  Say the sound and identify words from the story. | -Imitation  Demonstration  Play way | Singing  Doing sound action  Reading.  Making a ring. | -Writing  Physical fitness  Enjoyment | Real objects like a long stick, Our arms. | Finger phonics set 5  -Learning framework 4-5 years  . |  |
| 9 | 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound ng**  **Words**  Long, bang, lung, strong, ding-dong, ring  **Sentence**  Deng has a ring.  It is a long stick.  Don’t bang the desk.  Activity  Sound and write.  Read and write.  Fill the gaps with ng.  Draw a weight lifter. | Within the lesson, learners should be able to;  .  -read the words and sentences correctly.  -copy the words and read correctly. | Singing  -Playway  -Explanation  Imitation | Singing  Doing sound action  Reading  Writing | -Listening  -Speaking  Enjoyment | Our arms.  Pictures | Finger phonics set 5  -Learning framework 4-5 years. |  |
| 9 | 3 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound Vv**  Storyline: Vic’s van and Val’s vegetables  **Words**  Van, vest, drive, very | Within the lesson, learners should be able to;  Say the sound.  Identify the words in the story.  Read the words . | -Storytelling  Playway  Demostration  Imitation | Singing  Doing sound  Action.  Reading the words. | -Confidence  Self-control  Enjoyment | Pictures  Sound cards. | Finger phonics set 5  -Learning framework 4-5 years. |  |
| 9 | 4 | Developing and using my language appropriately. | -do- | -do- | **Sound Vv**  **Words**  Vest, velvet, volcano, van, vast, visit.  **Names.**  Vivian, Veronica.  **Sentences**  He has a velvet vest.  It is a vast army.  Vic’s van has past. | Within the lesson, learners should be able to;  -Say the sound  -Read the words and sentences.  Draw and write for the sound. | Demonstration  Imitation  Look and say | -Singing  -Doing sound action  -Moving around.  Reading the words and sentences. | -Listening  -Speaking  Confidence | -do- | Finger phonics set 5 |  |
| 10 | 1 | Developing and using my language appropriately. | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made. | **Sound oo(short oo)**  **Storyline:**  **Friends:** book, look, hook, took, | Within the lesson, learners should be able to to;  -Say the sound  -Read the words for the sound.  Draw the friends for sound oo. | Storytelling  Play way  Demonstration  Imitation | Singing  Moving the head back and forth  Saying the sound.  Read the words for the sound  Draw the friends for the sound. | -Reading  -Enjoyment  -Confidence | Pictures  Word cards. | Finger phonics set 5 |  |
| 10 | 2 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | I can differentiate between sounds made. | **Sound oo(long oo)**  **Words**  Broom, spoon,boot,wood, shoot, tooth  Took, moon, soon.  **Sentences**  Luck took his book.  Look at the cock.  The stick has a hook.  Mum has cook food.  The moon is soon up. | Within the lesson, learners should be able to;  -Read the words and sentences.  Fill in the sound and read. | -Storytelling  -Rhyming  -Explanation  -Observation | -Filling the gaps with oo  B\_ \_k  -Listening and writing  Singing  Doing the sound action. | -Listening  -Speaking  -Reading  -Writing | -A chart showing the oo words.  -Pictures  -Real objects e.g book  A stick with a hook.  - | Finger phonics set 5 |  |
| 10 | 3 |  |  |  | **Revision of set three**  (g, o, u, I, f, b)  **Words**  Fog, go, lo, gap, sun  Mel, soft, fill, girl  Gum, cup, get, bag  **Activity**  Name the pictures  ………..  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Girl-5.jpg………..  ………..  C:\Users\Admin\Desktop\Desktop\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Bag.jpg……….  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Cup.jpg | -name the pictures correctly. | -look and say | Naming pictures  sun | -Writing | -Chalkboard illustration |  |  |
| 10 | 4 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made. | Revision of set three  (g, ou, l, f, b)  Sentences  Go and sit  -The log is big  -It is a fun  -A funny boy has eggs.  -our flag has a fox. | Within the lesson, learners should be able to;  -read the sentences correctly. | -Explanation  -Demonstration. | -Reading the sentences.  -The boy is big  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Boy-8.jpg-Drawing and naming pictures.  boy | -Listening  -Speaking  -Reading  -Writing | -A chart  -Pictures | Finger mphonics (ck, e, h, r, m, d) |  |
| 11 | 1 | Developing and using my language appropriately. | -Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can differentiate between sounds made. | **Revision**  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Car.jpgDrawing and naming pictures  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Boy-8.jpg  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Cup.jpg……….  ……………  ………….  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Cow.jpg  ……………….  -Listening and writing words and sentences.  him hat go fin  up on elf tick  -Dad is bad  -Ben is a fat boy.  It is a red car | -Draw and name the pictures correctly.  -Listen and write the words and sentences correctly. | -Observation  -Imitation | -Listening and writing  -him  -it is a red car. |  |  |  |  |

**MIDDLE CLASS MATHEMATICS SCHEME OF WORK TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUTCOME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **SKILLS** | **ACTIVITIES** | **L/AIDS** | **REF.** | **REM.** |
| 1 | 1 | Developing and using mathematical concepts in my day to day experience | Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Count and write 1, 2, 3, 4, 5, 6, …………………………  7, 8, 9, 10  ……………………….. | Learners should be able to recite and copy numbers 0 – 10  Find out the correspondences | Discussion  Demonstration  Play way  -Look and say | -Counters  -Writing  Recognition | -counting objects  -Counting numbers  Identifying objects with correspondences | -Counters  -learners  -Charts  -Slates | Math advantage  LFW |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Count and write  1, 2, 3, 4, 5, 6  ………………………..  7, 8, 9, 10  ……………………….. | Be able to copy and write numbers 0-10  Find the correspondences | Discussion  Demonstration  Play way  -Look and say | -Counting  -Writing  Recognition  Identification | -counting objects  -Counting numbers | -Counters  Slates  -Charts | Learning frame work.  Math advantage |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Fill in the missing numbers.  0 \_\_ 2 \_\_ 4 \_\_ 6 \_\_ 8 \_\_ 10. | -Fill in the given numbers.  -Identify and tell the given numbers. | Discussion  -Play way  -Look and say  Demonstration | -Counters  -Writing  Recognition | -Counting objects  -Counting numbers  Identify the missing numbers | -Counters  -Learners  -Charts  -slates | Learning frame work.  Math advantage |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Fill in the missing numbers.  0—2— 4 --- 6 – 8 -- 10 | -Tell the numbers missing and write them correctly. | Demonstration  Play way  -Look and say  Discussion | -Counters  -Writing  Recognition | Counting objects  Identifying the missing objects  -Counting numbers | -Counters  -Learners  -Charts | Learning frame work.  Math advantage |  |
| 2 | 1 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Write the next number  0 \_\_\_\_\_\_  0, 1 \_\_\_\_\_\_  0, 1, 2,------  0, 1, 2, 3,-------  0, 1, 2, 3, 4 ------  0, 1, 2, 3, 4, ------ | -Learners should be able to;  -read the numbers  Identify the numbers  Find the next number | Play way  -Question and answer  Look and say | -Reading  -Writing  -Reciting  Writing  counting | Learners will count the numbers  Identify the numbers  Find out the next numbers. | -Charts  -Slates  Learners  Real objects | Learning frame work.  Math advantage |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Write the next number  6,-----  6, 7,-----------  6, 7, 8, --------  6, 7, 8, 9, ----------  6, 7, 8, 9, 10, --------- | -Relate the words to their respective numbers correctly. | -Guided discussion  -Guided discovery  -Question and answer  Play way | -Reading  -Writing  -Reciting | Learners will read the numbers  Identify the numbers  Find out the next number | -Charts  -Slates  Real objects | Learning frame work.  Math advantage |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Copy and write the numbers  11, 12, 13, 14, 15, 16,  17,18, 19, 20  ------------------------------- | -Identify and tell the given numbers.  -Write the numbers correctly | -Guided discussion  -Play way  -Question and answer  Look and say | -Reading  -Writing  -Reciting  Counting | Learners will recite and write the number s  Identify the numbers | -Charts  -Slates  Class room environment | Learning frame work.  Math advantage |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can show one to one correspondence. | Write the number between  0 \_\_\_\_ 2  3 \_\_\_\_ 5  6 \_\_\_\_ 8  9 \_\_\_\_ 11 | -Write the number between correctly.  Identify the number in the middle | -Guided discussion  -Guided discovery  -Question and answer  Play way | -Reading  -Writing  -Reciting | Learning will write the number between  Sort out the objects  Recite the numbers | -Charts  -Slates | Learning frame work. |  |
| 3 | 1 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers | Write the number between  0-----------2  3---------5  6--------8  9------------11 | Within the lesson, Learners will identify the number in middle  Write the number | Play way  -Question and answer  -Guided discovery  -Guided discussion | -Listening  -Speaking  -Writing  -Reading  Reciting | Learners will  Sort uot the objects  Find out the number in the middle | -Charts  -Real objects  -Slates | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers | Read and draw for the numbers  6  7  8  9  10 | -Draw for the given number correctly | Play way  -Question and answer  -Chalkboard illustration  -Guided discovery  -Guided discussion | -Listening  -Speaking  -Writing  -Reading | Learners will  Count the numbers  Identify the objects  Sort objects for the given numbers | -Charts  -Real objects  -Slates | Learning frame work.  Math advantage |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers | Number words  Read and write  Zero 0  One 1  Two 2  Three 3  Four 4 | -Count and write the required numbers correctly | Play way  -Question and answer  -Guided discovery  -Guided discussion | -Listening  -Speaking  -Writing  -Reading | Learners will Recite the numbers  Count the given objects  Read and spell the given words | -Charts  Learners  -Real objects  -Slates  Flash cards | Learning frame work.  Math advantage |  |
|  | 3$4 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers | Read and match to the corresponding numbers  Zero 4  One 3  Two 0  Three 1  Four 2 | Read and spell the words  Identify the number words  Match to the number words | Play way  -Question and answer  -Chalkboard illustration  -Guided discovery  -Guided discussion | -Listening  -Speaking  -Writing  -Reading | Learners will read, spell the words  Sing the songs  Read and spell the number words | -Charts  -Letter cards  -Real objects  -Slates  Flash cards | Learning frame work. |  |
| 4 | 1 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers 1 -20 | Definition of a set  Grouping objects into sets.  = 3 | Within the lesson, the learners should be able to;  -tell what a set is.  -group various sets | Demonstration  -Guided discussion  -Question and answer | -Counting  -Writing  -Reading | -Drawing sets  -naming sets-Grouping sets  -Forming sets  Sorting | -Real objects | Learning frame work. |  |
|  | 2$3 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers 1 -20 | Forming small sets from big sets. | -From small sets from big sets.  -Name the sets from the big sets. | -Explanation  -Guided discussion  -Question and answer | -Counting  -Writing  -Reading  Drawing  Naming | -Drawing sets  -naming sets-Grouping sets  -Forming sets  sorting | -Real objects | Learning frame work. |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers 1 -20 | Counting numbers in a set and write  = 2  = 3  = \_\_ | -Count and write objects in a set. | -Explanation  -Guided discussion  -Question and answer | -Counting  -Writing  -Reading | -Drawing sets  -naming sets-Grouping sets  -Forming sets | -Real objects | Learning frame work. |  |
|  | 1$2 | Developing and using mathematical concepts in my day to day experience | Recorgnising, describing and representing numbers and their relationships and solving mathematical problems with competences and confidence. | I can count things and numbers 1 -20 | Naming sets  A set of 3 pens  A set of five books  A set of 2 apples | -Name the given sets.  -Read and draw the given sets | Play way  -Guided discussion  -Question and answer | -Counting  -Writing  -Reading | -Drawing sets  -naming sets-Grouping sets  -Forming sets  Sorting | -Real objects  Learners | Learning frame work. |  |
| 5 | 3$4 | Developing and using mathematical concepts in my day to day experience | Representing and interpreting information in pictorial from | I can increase and reduce quantities | Make them 4.  \_\_\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_\_ | Within the lesson, learners should be able;  -Add the objects and get the required pictures  -I can draw he added objects.  -Add the given numbers correctly. | -Question and answer  Play way  -Demonstration | -Counting  -Drawing  -Writing | -Learners will do the activities of  -counting  -drawing and writing  Singing | -Picture cards  -Real objects-Chalkboard illustration  Learners | Learning frame work.  Math advantage |  |
| 6 | 1$2 | Developing and using mathematical concepts in my day to day experience | Representing and interpreting information in pictorial from | I can increase and reduce quantities | Pictorial Addition  + = \_\_\_\_  + = \_\_\_\_  + = \_\_\_ |  | -Question and answer  Play way  Demonstration | -Counting  -Drawing  -Writing | -Learners will do the activities of  -countingobjects  -drawing and writing | -Picture cards  -Real objects-Chalkboard illustration | Learning frame work. |  |
|  |  | Developing and using mathematical concepts in my day to day experience | Representing and interpreting information in pictorial from | I can increase and reduce quantities | + = \_\_\_\_  + = \_\_\_  + = \_\_\_  + = \_\_\_ | Within the lesson, learners should be able;  -Add the objects and get the required pictures  -I can draw he added objects.  -Add the given numbers correctly. | -Question and answer  -Explanation  -Demonstration | -Counting  -Drawing  -Writing | -Learners will do the activities of  -counting  -drawing and writing  Sorting objects | -Picture cards  -Real objects-Chalkboard illustration | Learning frame work.  Math advantage |  |
|  | 3$4 | Developing and using mathematical concepts in my day to day experience | Representing and interpreting information in pictorial from | I can increase and reduce quantities | **Addition of numbers**  1 + 1 = \_\_\_\_\_  2 + 1 =\_\_\_\_\_  2 + 2 = \_\_\_\_\_\_  3 + 2 = \_\_\_\_\_  3 + 3 = \_\_\_\_\_ | Within the lesson, learners should be able;  -Add the objects and get the required pictures  can draw he added objects.  -Add the given numbers correctly. | -Question and answer  Play way  -Demonstration | -Counting  -Drawing  -Writing | -Learners will do the activities of  -counting  -drawing and writing  Identifying  Sorting the objects | -Picture cards  -Real objects-Chalkboard illustration | Learning frame work.  Math advantage |  |
| 7 | 1 | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects | Read and shade | Read the words and shade the required colours  Red Black yellow | Learners should be able to;  -Read the words and shade the required colours.  -relate the words to the colours.  -read the given words.  Identify the colors | Demonstration  Play way  -Guided discovery  -Questions and answer | -Reading  -Coloring  -Writing  -Drawing | -Learners will do the activities of drawing and coloring  Sorting  Identifying | -Picture cards  -Flash cards  learners | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects |  | Green Blue Orange | Learning frame work. |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects |  | Name these colours  Pink, Purple, Brown | Learning frame work. |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects | Name the colours | Name and shade the given colours    \_\_\_ \_\_\_\_ \_\_\_  (White, Maroon, Grey) | Within the lesson, learners should be able to;  -identify and tell the given shape.  -spell and read the given word correctly.  -draw and name the shapes given correctly | -Play way methods  -Question and answer  Discussion | -reading  -Drawing  -Writing  -Spelling | -Learners will read and draw,  -Colour  Write  Sorting | -Water  -Paint  -Real objects  -Shape  -Cutouts  clothes | Learning frame work. |  |
| 8 |  | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects | Shapes | Copy and write the shape   |  |  | | --- | --- | |  |  | | Star | Oval | | Learning frame work. |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day experience | Surveying, knowing and distinguishing the attributes of objects | Shapes | Read and draw the shapes.   |  |  | | --- | --- | |  |  | | Zigzag | Square |  |  |  | | --- | --- | |  |  | | Rectangle | Cone | | Learning frame work. |  |
| 8 | 1 | Developing and using mathematical concepts in my day to day experience | -Serving  -Knowing and distinguishing the attributes of objects | I can identify relationships and difference between different objects and shapes. | Read and draw the shapes   |  |  | | --- | --- | |  |  | | triangle | cone |  |  |  | | --- | --- | |  |  | | star | Oval | | Within the lesson learners should be able to;  -identify and read the given words.  -Identify the shapes drawn and write the words correctly.  -draw the given shapes correctly. | Demonstration  -Play way method.  -Illustration | -Spelling  -Drawing  -Writing  -Reading | Learners will draw and write as required | -Shape  -Cutouts  -Real objects | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | -Serving  -Knowing and distinguishing the attributes of objects | I can identify relationships and difference between different objects and shapes. | Name the shapes  \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_  (Oval triangle, circle) | Learning frame work. |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | -Serving  -Knowing and distinguishing the attributes of objects | I can identify relationships and difference between different objects and shapes. | .\_\_\_\_ \_\_\_\_ \_\_\_\_\_  (Star, Zigzag, Square) | Learning frame work. |  |
|  | 4 |  |  |  |  |  |
| 9 | 1 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Sequencing events within one day.  Reciting a rhyme.  When I wake up in the morning Dad I say good morning mum.  I wash my face  I say my prayers.  I take my breakfast.  I comb my hair.  I get my bag and I run to school. | Within the lesson,  -learners should be able to;  -recite the rhyme about different activities done during the day.  -tell the difference between morning and afternoon. | Play way  -Guided discussion  -Question and answer | -Reciting  -Reading  -Drawing | --Learners will do the activities of reciting and dramatizing | -Real objects  -Pictures  -Cards | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Tell the difference between morning and afternoon. |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Tell the time when school opens and closes., break time, lunch time, snack time. |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Tell the difference between day and sleeping time.  -Draw different pictures like. |  |
| 10 | 1 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Recite, read and spell days of the week  Sunday \_\_\_\_\_\_1st  Monday \_\_\_\_\_ 2nd  Tuesday \_\_\_\_\_ 3rd  Wednesday \_\_\_ 4th  Thursday \_\_\_\_\_ 5th  Friday \_\_\_\_\_\_\_\_ 6th  Saturday \_\_\_\_\_\_ 7th |  |  |  |  |  | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Recite , read and spell days of the week  **Read and write**  Sunday ………….  Monday ………….  Tuesday ………….  Wednesday ………….  Thursday ………….  Friday …………  Saturday ………… | Learners should be able to;  -recite the days of the week.  -spell and read the days of the week.  -tell the first and last day of the week.  -copy and learn the days of the week.  -tell the activities done on each day of the week | -Question and answer  -Explanation  -Guided Guided discovery | -Spelling  -Listening  -Speaking  -Writing | Read, spell, recite and identify the first and last days of the week.  -Copy an learn the days of the week.  Sing the songs | -Charts  -Calendar  -Letter  -Cards | Learning frame work. |  |
|  | 3 |  |  |  | **Fill in the day**  Sunday ……….  Monday ………..  Tuesday ………..  Wednesday ………..  Thursday ………..  Friday ………..  Saturday ………... | Learning frame work. |  |
|  | 4 |  |  |  | Reading, spelling, reciting and identifying the days of the week.  Sunday - Saturday | Learning frame work. |  |
| 11 | 1 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Recite, read and spell months of the year.  January 1st  February 2nd  March 3rd  April 4th  May 5th  June 6th | -Learners should be able to;  -recite the months of the year.  -Spell and read the months of the year.  -tell the first and last month of the year  -Copy and learn the months of the year.  -tell the activities done on various months of the year. | -Question and answer  -Explanation  -Guided discussion  -Guided discovery | -spelling  -Listening  -Speaking  -Writing | Read, spell, recite and identify the first and last month of the year.  -copy and learn months of the year | -Charts  -Calendars  -Letter cards | Learning frame work. |  |
|  | 2 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | July 7th  August 8th  September 9th  October 10th  November 11th  December 12th | -Learners should be able to;  -recite the months of the year.  -Spell and read the months of the year.  -tell the first and last month of the year  -Copy and learn the months of the year.  -tell the activities done on various months of the year. | -Question and answer  -Explanation  -Guided discussion  -Guided discovery | -spelling  -Listening  -Speaking  -Writing | Read, spell, recite and identify the first and last month of the year.  -copy and learn months of the year | -Charts  -Calendars  -Letter cards | Learning frame work. |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | Recite read and spell and match months of the year  January 12th \_\_\_  February 11th \_\_\_  March 10th \_\_  April 9th \_\_\_  May 8th \_\_\_  June 7th \_\_\_ | Learning frame work. |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Understanding and using the concept of time. | I can describe sequence of events | July 6th \_\_\_  August 5th \_\_\_\_\_  September 4th \_\_\_\_  October 3rd \_\_\_\_  November 2nd \_\_\_\_  December 1st \_\_\_\_ | Learning frame work. |  |
| 12 | 1 | Developing and using mathematical concepts in my day to day experience | Comparing things according to different attributes | I can show relations among things in serial order | Comparing bigger smaller.  Small smaller  Big  Bigger | Within the lesson, learners should be able to;  -compare between small and smaller. big and bigger | -Explanation  -Guided Discussion  -Question and answer | -Drawing  -Reading  -Writing | -Learners will compare between smaller and bigger | -Real objects  -Picture cut outs  -Chalkboard illustratiom | Learning frame work. |  |
|  | 3 | C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Tree.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Tree.jpgComparing between short and tall.  Short Tall | -Differentiate between tall and short, long and short | -Drawing  -Reading  -Writing | -Tall and short | Learning frame work. |  |
|  | 3 | Developing and using mathematical concepts in my day to day experience | Comparing things according to different attributes | I can show relations among things in serial order | Weight  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Beam Balance.jpg | Be able to dra the pictures in their sizes | -Drawing  -Reading  -Writing | -Drawing  -Reading  -Writing | Weight | -Real objects  -Picture cut outs  -Chalkboard illustration | Learning frame work. |  |
|  | 4 | Developing and using mathematical concepts in my day to day experience | Comparing things according to different attributes | I can show relations among things in serial order | Long  Short  [https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRU7Y3CTGFHc6iCphKI7t8a75P1-2NOPgESa4S1txk_UUhm23noCDzwDOw](https://www.google.com/search?biw=1366&bih=628&tbm=isch&q=ruler+inches&revid=459566649)  Long  Short  [https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRU7Y3CTGFHc6iCphKI7t8a75P1-2NOPgESa4S1txk_UUhm23noCDzwDOw](https://www.google.com/search?biw=1366&bih=628&tbm=isch&q=ruler+inches&revid=459566649) | Be able to draw the pictures in their sizes | -Drawing  -Reading  -Writing | -Drawing  -Reading  -Writing | -Long and short | Learning frame work. |  |

**MIDDLE CLASS GENERAL KNOWLEDGE SCHEME OF WORK TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUTCOME** | **COMPETENCE** | **CONTENT** | **OBJECTIVE** | **METHODS** | **SKILLS** | **ACTIVITIES** | **L/AIDS** | **REF** | **REM** |
| 1 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can identify and .name the given body parts | nose  eyes   * ears | Within the lesson; learners should be able to;  -identify the body parts.  -Mention the names of the body parts.  Say their uses | Look and say  Question and answer  Play way  Demonstration  Discussion | -Listening  -Speaking  -Drawing  Independence  reading | Learners will:  Identify the body parts through recitation.  Mention their uses.  Wash the face practically. | -Real objects  -A chart showing body parts.  Learners  Water  Soap | LFW  27-29  32 -34 |  |
|  | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can identify and .name the given body parts | **hair**    teeth    tongue    mouth    head | Within the lesson, learners should be able to;  -relate the words (names) to the body parts.  -read the words.  -Read and write the given body parts. | Guided discussion  -Guided  -Brain storming  Play way | -Listening  -Speaking  -Drawing  -Writing  Reading | Learners will: brush the teeth and tongue.  Comb the hair  Practically  Draw and name the body parts. | -learners  -A chart showing body parts  Toothbrush and tooth paste  combs | LFW  27-29  32 -34 |  |
| 2 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts of the body and their uses. | I can identify and .name the given body parts | **arm**  Hands  Leg | Read and relate the words to the corresponding body parts.  Identify the body parts  Mentions their uses |  | -Listening  -Speaking  -Drawing  -Writing | Learners will: wash the arm  The hands  Wipe and smear Vaseline practically  Draw and name the body parts. | -Real objects  -A chart showing body parts  Tap water  Soap  Towel  Vaseline | LFW  27-29  32 -34 |  |
| 2 | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can identify and .name the given body parts | **Read and match**  Eyes  Ears  Nose  teeth | Within the lesson, learners should be able to;  -read the given words.  -match to the corresponding pictures | Discussion  -Discovery  -look and say  Play way | -listening  -speaking  -drawing  -writing | Learners will:  Sort thepicture cut outs  Names and match to their correspondences  Match correctly | A chart showing body parts  -Real objects  Flash cards  Picture cut outs | LFW  27-29  32 -34 |  |
| 3 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can name the parts of the body | **Fill in**  Thigh, knee, toes, heel, ankle, nails | Identify the parts of the leg.  -Name the parts of the leg orally | Discussion  -Discovery  -look and say  Play way | -listening  -speaking  -drawing  -writing  reading | Learners will identify body parts  Mention parts of the leg orally  Draw the leg on the slates | A chart showing body parts  -Real legs  slates |  |  |
| 3 | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | Uses of body parts | **Uses of body parts**  tasting  hearing  feeling  seeing  smelling | Within the lesson, learners will: identify the body parts  Mention their uses | Discussion  -Discovery  -look and say  Demonstration | -listening  -speaking  -drawing  -writing | Learners will:  Read the uses of the body parts on the flash cards  Will sort the picture cut outs and their corresponding uses | A chart showing body parts  -Real objects  Learners  Flash cards |  |  |
| 4 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | Uses of the body parts | **Uses of the body parts** |  | Discussion  -Discovery  -look and say | -listening  -speaking  -drawing  -writing |  | A chart showing body parts  -Real objects |  |  |
| 4 | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts of the body and their uses. | I can care for my body.  -I can identify the things used to clean the body | Things used to clean the body | Within the lesson, learners should be able to;  -care for the body  -name the things used to clean the body.  -draw items used to clean the body | Demonstration  -Discovery  -Question and answer.  Play way | -Listening  -speaking  -drawing.  -writing | Within the lesson:  Learners will  Identify things used to clean the body  Name them  Demonstrate each how it is used to clean the body  Draw the items | Real objects like comb  Towel  Colgate  Brush | LFW 32 - 34 |  |
| 5 | 1$2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can care for the body correctly  Contradicting  I can care for my body.  -I can identify the things used to clean the body | Draw and name  Match to the name  Comb  toothbrush  Razorblade  towel |  | -Discussion  -Discovery  -Question and answer.  Play way | -Listening  -speaking  -drawing.  -writing | -  -  -  -  -Draw and name them  Match to the name of the body part |  | LFW 32 - 34 |  |
| 6 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can care for the body correctly  Contradicting  I can care for my body.  -I can identify the things used to clean the body | **Food**  Food is anything we eat or drink.  Examples of  -mango  -orange  -banana  -pears  -guavas  -pawpaw  -straw berries  -water melon  -avocado  -passion fruits | -define the term food  -identify examples of fruits  -draw the examples of fruits  -name the types of food/fruits | Discussion  -Discovery  -Question and answer. | -Listening  -speaking  -drawing.  -writing | Learners will: mention examples of food  Identify examples of food and fruits  Taste some of the fruits like bananas  Apples  Mango  Identify their colors and draw their shapes | -Flash cards  -Pictures  -Fruits | LFW 32 - 34 |  |
| 6 | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can name the types of food.  I can draw the types of food. | **Examples of food**  Millet, bread, cassava, maize, milk, G. nuts, sweet potatoes, Irish potatoes, rice, meat, fish, matooke, bananas, yams, beans, peas, pumpkin, eggs. | Within the lesson, learners should be able to;  -mention the examples of food.  -draw the given foods | Look and say  Question and answer | -Drawing  -Coloring  -Naming  -Reading  independence | Will have hands-on and feel  Draw their shapes and shade with the corresponding colors | Real rice  Cassava  Bananas  Irish  Eggs  Pumpkin  yam | LFW 32 - 34 |  |
| 7 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can name the types of food.  I can draw the types of food. | **Uses of food**  (Reasons why we eat food)  -We eat food to be strong/energy.  -We eat food to grow.  We eat food to be healthy.  Sources of food places where we get food. | Tell the uses of food to the body. | Play way | -Drawing  -Coloring  -Naming  -Reading  -Independence Identifying |  |  | LFW 32 - 34 |  |
|  | 2 | Taking care of myself for proper growth and development | Identifying and naming different parts if the body and their uses. | I can name the types of food.  I can draw the types of food. | Garden (main source)  -Market  -Lake  -Shop  -Super market  -River  -Animals  -Birds | Identify the main sources of food.  -Mention other sources of food. | Play way in form of songs and rhymes and songs | -Drawing  -Colouring  -Naming  -Reading  Identifying | Within the lesson, we shall visit the school garden,  Canteen and see the things that are found there.  Draw sources of food | Cabbage  Tomatoes  Maize  beans | LFW 32 - 34 |  |
| 8 | 1 | Taking care of myself for proper growth and development | Identifying and naming different parts of the body and their uses. | I can name the types of food.  I can draw the types of food. | **Food preservation**  how food is kept safely?  -By smoking  -By sun drying  -By freezing  -By tinning  -By salting | Identify and mention ways of preserving food. | Look and say  observation  -Speaking  -Writing  -Listening | -Drawing  -Coloring  -Naming  -Reading  Identifying | Learners will recite the rhymes  Look at the smoke in the kitchen  Salt  sun |  | LFW 32 - 34 |  |
| 8 | 2 | Relating with others in an acceptable way. | Identifying people who take care of me and how they do it. | I can describe people of the family. | **Family**  A group of people living together related by blood or marriage.  **People in a family.**  Sister Brother      Father Mother  Aunt Uncle  Grand mother Grand father | Within the lesson, learners should be able to;  -tell what a family is.  -describe and name people in a family.  -mention and describe people in their families | -Play method (role play)  -Brain storming  -Discovery  -Play method.  -Demonstration  -Discovery  Discussion | -Drawing  -Describing  Shading  -Speaking  -Listening  -Naming | Learners will :  Demonstrate the roles of people in the family in a play way  Draw family members and shade | -learners  Gomes  Coat  Long trousers |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | 1$2 |  |  |  | **A house**  A house is a building where we live.  **Examples of houses**  Flat Tent Igloo  Unipot Hut Caravan | Within the lesson, learners should be able to;  -identify the different examples of houses  -mention the different examples of houses they know. | Discussion  -Look and say | -Listening  -Reading  -Writing  -Speaking | Learners will: identify the types of houses.  -mention, name them.  Draw  Hut  Flat  Tent | School environment  community |  |  |
| 10 | 1$2 | Relating with others in an acceptable way. | Identifying people who take care of me and how they do it. | I can describe things found at home. | **Things at home.**  Plate  Cup  Spoon/fork    Bed  Mat  Chair  TV    Carpet  **Things we wear**  Shirt, belt, trouser, dress, skirt, shoes, sweater, watch, blouse, skirt, scarf. | Within the lesson, learners should be able to;  -identify things at home.  -mention the things at home.  -name and draw the things at home.  Identify and name the things we wear.  -draw the things we wear | -Question and answer  -discovery  -look and say | -Listening  -Speaking  -Writing  -Drawing  Identifying | Learners will :identify things at home  Sort and mention their names.  Say their uses  Draw and shad e them.  Learners will demonstrate by putting on things we wear practically  Learners will draw, name, identify and read the words given. (Things we wear) | -Real objects like cups, mats, table, chairs  -A chart showing objects found at home. | LFW |  |
| 11 | 1 | interacting with exploring, knowing and using my environment | Knowing how to keep and take care of my environment | I can identify ways of cleaning my home environment | **Environment**  These are the things that surround us.  Things around us  Trees, grass, water , houses, hills, insects, stones, soil, animals, birds, people, flowers | Within the lesson, learners should be able to tell what the term environment means.  -mention the things around us.  -draw the things around us. | Discussion  -Look and say  -Field trips |  | -Learners will have hands on, on the things around us  Identify and mention their names.  Sorting  Draw and shade | Real items like stones, grass, sand ,soil | LFW |  |
| 11 | 2 | interacting with exploring, knowing and using my environment | Knowing how to keep and take care of my environment | I can keep my environment clean | **Things used to clean the environment.**  Slashers, hoes, brooms, rake, dustbins, rag, water, scrubbing brush, soap. | Within the lesson, learners should be able to;  -name the things used to clean the environment.  -draw the things used to clean the environment. | -Discussion  -Discovery  -Question and answer  -Role play | -Naming  -Identifying  -Listening  -Speaking  -Writing  Drawing | Learners will identify, name draw and role play what is actually done in order to keep the environment clean | Slasher, broom, axe, hoe, rake, dustbin, rag, water, brush, sop |  |  |
|  |  | interacting with exploring, knowing and using my environment | Knowing how to keep and take care of my environment | I can keep my environment clean | **How to keep our environment clean**  -By slashing  -By mopping  By picking rubbish  -By smoking latrines.  By trimming  -By sweeping  -By dusting | -Tell the ways of keeping or caring for the environment | -Discussion  -Discovery  -Question and answer  -Role play | -Naming  -Identifying  -Listening  -Speaking  -Writing | Learners will: Demonstrate the roles of each object.  Draw and shade | Slasher, broom, axe, hoe, rake, dustbin, rag, water, brush, sop |  |  |
|  |  | interacting with exploring, knowing and using my environment | Knowing how to keep and take care of my environment | I can keep my environment clean | **Weather**  It’s the condition of the atmosphere at a given time.  **Types of weather**  Sunny    Rainy    Windy    Cloudy | -Tell what weather is;  -identify the types of weather  -mention activities done on various types of weather. | -Discussion  -Discovery  -Question and answer  -Role play | -Naming  -Identifying  -Listening  -Speaking  -Writing | Learners will identify, name draw and role play what is actually done in order to keep the environment clean |  |  |  |

**MIDDLE CLASS ENGLISH SCHEME OF WORK TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUTCOME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITY** | **SKILLS** | **L/AIDS** | **REF** | **REM** |
| 1 | 1 | Developing and using my language appropriately | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reciting alphabets a-z  -Copy and write  A b c d e f g h   * - - - - - | within the lesson a learner will be able to;  -identify the given letters.  -recite the alphabet well.  -write te given letters a - i  -write the next letter. | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method. | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 1 | 2 | developing and using my language appropriately | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reciting alphabets a-z  -copy and write  I j k l m n o p q   * - - - - - - | Within the lesson a learner will be able to;  -identify the given letters.  -recite the alphabet well.  -write the given letters j – q  -write the next letter | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method. | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 1 | 3 | Developing and using my language appropriately | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | -Reciting alphabets a – z  -Copy and write  r s t u v w x y z  - - - - - - - - - - - | -write the next letter | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method. | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 2 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Write letters a – z  a b c………………............ ……………………………………………………………………………………….. | write the next letter | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method. | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 2 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | -Reviewing the alphabet from a – z.  -Fill in the missing letters.  A b \_\_ d e \_\_ \_\_ \_\_ I \_\_ k \_\_ \_\_ \_\_ op \_\_ \_\_ \_\_ \_\_ u v \_\_ \_\_ \_\_\_ z. | Within the lesson, a learner will be able to;  -recite the letters correctly.  -write the letters in their order.  -fill in the missing letters. | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Writing  -Filling in the missing letetrs | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 2 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reciting letters capital and small letters  Aa Bb Cc Dd – Zz  -copy and write  A B C D E F  -- -- -- -- -- --  -match the same letters and write  A F \_\_  B E \_\_  C D \_\_  D A \_\_  E B \_\_  F C \_\_ | -Recite the letters correctly.  -Copy and write the given capital letters  -Match the given capital etters | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Writing  -Filling in the missing letetrs | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 3 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | -Reviewing alphabets from a – z.  -Capital and small letters  Aa – Zz  -Copy and write  G H I J K  -- -- -- -- --  -Circle the given letter.  G I M G  H N O H  I I P Q  J R U K  K T J K | Within the lesson a learner will be able to;  -recite the capital and small letters  -write the capital letters well.  -circle the given capital letter. | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Writing  -Circling | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
|  | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reciting letters A – z  -Copy and write  L M N O P Q  -- -- -- -- -- --  -circle the given letter.  L Q R L  M M S T  N U N V  O W O X | Within the lesson a learner will be able to;  -recite the capital and small letters  -write the capital letters well.  -circle the given capital letter. | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Writing  -Circling | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 3 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reviewing  -Capita;l and small letters.  -Match capital to small.  A f Ff  B e \_\_\_\_\_  C d \_\_\_\_\_  D a \_\_\_\_\_  E b \_\_\_\_\_  F c \_\_\_\_\_ | Within the lesson, a learner will be able to;  -recite capital and small letters.  -match capital to their small letters.  -write the given letters.  -form the given words and read | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Matching capital to small letters.  -writing the given letters  -Joining letters to form good words. | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 4 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | -Receiving letters (capital and small letters)  -Copy and write.  R S T U V W  -- -- -- -- -- --  -Match the same letters  R W  S V  T U  U S  V R  W T | -Write the given letters correctly.  -Match the same letters. | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting  -Reading  -Matching capital to small letters.  -writing the given letters | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 4 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reviewing capital and small letters  -Match capital to small letters  G I LI  H K \_\_\_  I J \_\_\_  J G \_\_\_  K H \_\_\_  L I \_\_\_  Form good words.  s is\_\_\_  i t  h | -Within the lesson a learner will be able to  -recite the alphabets well.  -match capital to small letters and write.  Join letters to make lettered words. | -Explanation  -Demonstration  -Observation  -Play method. | -Reciting letters  -Reading letters  -Matching letters  Joining letters to form words | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 4 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Review the alphabet Aa - Zz  -Copy and write  U V W X Y Z  -- -- -- -- -- --  Circle the given capital letter  U I K U  V L V M  W W N O  X P X Q  Y R S Y | -Write letters well  Within the lesson a learner will be able to;  -identify the given letter  -Circle the given letter | -Explanation  -Demonstration  -Observation  -Play method. | Writing capital letters  U V W X  -- -- -- --  Y Z  -- --- | -Listening  -Speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 5 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reviewing letters  A B C D E F G - Z  -Change capital to small letters  A a B \_\_ C \_\_ D \_\_ E \_\_  -Read the words axe, boy, arm, ant  -Draw and write  C:\Users\Admin\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Axe.jpg  axe | -Review letters from A – Z  -Change capital to small letters  -A a B \_\_ C \_\_  D \_\_ E \_\_  -Read. Draw pictures and write words.  C:\Users\Admin\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Axe.jpg axe | -Explanation  -Demonstration  -Observation  -Play method. | -Writing the given letters.  -changing capital letters to small letters  A \_\_ B \_\_ C \_\_ E \_\_ F f  -Drawing pictures  -Writing words axe, arm, ant, boy | -Listening  -Speaking  -Reading  -Writing | -Picture and words cut outs | Learning frame work 4-5 years. |  |
| 5 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | arm  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\ANT.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Boy-8.jpg ant  boy | Within the lesson, a learner will be able to;  -identify the given pictures.  -read the given words correctly.  -draw the given pictures | -Explanation  -Demonstration  -Observation  -Question and answer | -Reading  -Spelling  -Writing words arm, axe, ant, boy  -Drawing pictures | -Listening  -Speaking  -Reading  -Writing | -Picture and word cutouts  -Real objects  -Word cut outs | Learning frame work 4-5 years. |  |
| 5 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | I  Recite letters from A – z  -Change capital to small letters  F f G \_\_ H \_\_ I \_\_  J \_\_ K \_\_  -Read the words ant, arm, axe, boy.  -Match and write | Within the lesson, a learner will be able to;  -identify the given pictures.  -read the given words correctly.  -draw the given pictures | -Explanation  -Demonstration  -Observation  -Question and answer | -Changing capital letters to small letters Ff, G \_\_ H\_\_ I\_\_ J\_\_ K\_\_  -Matching pictures to words. |  | -Letter cutouts  -Picture and word cutouts | Learning frame work 4-5 years. |  |
| 6 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reciting letters (capital and small letters) Aa – Zz.  Change from capital to small letters.  L \_\_ M \_\_ N \_\_ O\_\_ P\_\_ Q\_\_  -Read the words bag, box, bad, bus.  -Draw and write  bag  ……… ………  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Bed.jpg  bed  ……… ……….    box  ……… ……..  http://ts1.mm.bing.net/th?&id=HN.608041694301978907&w=300&h=300&c=0&pid=1.9&rs=0&p=0  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Bag.jpg bus  ………. ……… | Within the lesson, a lesson will be able to;  -recite letters from Aa – Zz.  -change letters from capital o small  L l M \_\_ N \_\_ O \_\_ P \_\_ Q\_\_  -read the given words bag, bed, box, bus.  -draw the given pictures and names. | -Explanation  -Question and answer  -Demonstration  -Observation  -Dramatisation | -Reciting  -reading |  |  | Learning frame work 4-5 years. |  |
| 6 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reviewing letters from Aa – Za  -Change from capital to small  R r S \_\_ T \_\_ U \_\_ V \_\_ W \_\_  -Read the words bus, bag, box, bed, ball.  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Ball-Final.jpg-Match the same words and draw.  bag ball \_\_\_\_  bed bag \_\_\_\_  box bus \_\_\_\_  bus bed \_\_\_\_  ball box \_\_\_\_ | Within the lesson, a learner will be able to;  -identify the given letters  -recite from capital to small letters (Aa – Za)  -change from capital to small letters  -read the given words correctly.  -spell the given words.  -match the given words.  -draw pictures for the words. | -Explanation  -Demonstration  -Observation  -Play method | -Reciting letters  -Identifyinmg the given letter.  -Changing from capital to small letters  -Reading the given words  -bus, bag, box, bed, ball.  -Matching the same words.  -Drawing pictures |  |  |  |  |
| 6 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Reviewing capital and small letters from Aa – Zz.  -change from capital to small letters.  U V W X Y Z  \_\_ \_\_ \_\_ \_\_ \_\_ \_\_  -Read the words bag, box, ball, bed, bus  Name the picture.  …………    http://ts1.mm.bing.net/th?&id=HN.608041694301978907&w=300&h=300&c=0&pid=1.9&rs=0&p=0  ……………  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Bag.jpg  ……………  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Bed.jpg …………… | -Recite the alphabets correctly.  -Change capital letters to small letters  Uu Vv Ww Xx Yy Zz  -With in the lesson a learner will be able to;  -read the given words correctly. Bag, box, ball, bed, bus/  -name the pictures | -Explanation  -Demonstration  -Observation  -Play method | -Reading  -Naming pictures | -Listening  -speaking  -Reading  -Writing | -Picture and Word cutouts | Learning frame work 4-5 years. |  |
| 7 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Change from capital to small letters;  Aa Bb C \_\_ D\_\_ E\_\_ F\_\_ G\_\_ H\_\_ I\_\_ J\_\_ K\_\_ L\_\_ M\_\_ N\_\_ O\_\_ P\_\_ Q\_\_ R\_\_ S\_\_ T\_\_ U\_\_\_ V\_\_ W\_\_ X\_\_ Y\_\_ Z\_\_ | Recite letters well.  -Change letters from capital to small Aa – Zz  -Write letters correctly | -Explanation  -Demonstration  -Observation  -Play method | -Reciting letters  -Writing letters  -Changing letters from capital to small. | -Listening  -speaking  -Reading  -Writing | -Letter cutouts | Learning frame work 4-5 years. |  |
| 7 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words | -Identifying letters own names and familiar words cat, cup  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Cow.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Book.jpgDraw and write  C:\Users\Admin\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Photoes\Leaf.jpg  cat      cup | Within the lesson, a learner will be able to read the given words.  -write the given words.  -draw pictures for the words | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method | -Reading  -Writing  drawing | -Listening  -Speaking  -Reading  -Writing | -Word and picture cutours | Learning frame work 4-5 years. |  |
| 7 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write small letters. | Read the words correctly cat, cup, cow, book, leaf  -Match pictures to words  cat  book  cow  cup  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Book.jpg cow  C:\Users\Admin\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Photoes\Leaf.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Cow.jpg | Within the lesson, a learner will be able to;  -identify the given pictures  -identify the words and read them well cow, cup, book, cat.  -match pictures to their words. | -Explanation  -Demonstration  -Observation  -Question and answer  -Play method | -Reading  -Writing  -Matching | -Listening  -Speaking  -Reading  -Writing |  | Learning frame work 4-5 years. |  |
| 8 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words. | Read words correctly  Leaf, book, cup, cat, cow  -Read and draw.  leaf …………………  book ………………….  cup ………………….  cat ………………….  Cow …………………. | -Read the given words.  -Draw pictures for the given words |  |  |  |  |  |  |
| 8 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words. | -Read words correctly.  Cow, leaf, book, cat, cup  -Fill the missing letters.  book  le \_\_ f  c \_\_ p  \_\_ ow  C \_\_t | Within the lesson, learners will be able to;  -read the given words correctly.  -fill in the missing letters. | -Explanation  -Demonstration  -Observation  -Play method | -Listening  -Speaking-Reading  -Writing | -Reading  -Writing  -Drawing  -Filling in teeth missing letters | Words and picture cutouts | Learning frame work 4-5 years. |  |
| 8 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write capital and small letters | Reciting letters  -Change the words from capital to small letters  BAG bag  HEN \_\_\_\_  PEN \_\_\_\_  RED \_\_\_\_ | Recite letters from Aa – Zz  -Change words from capital to small letters | -Explanation  -Demonstration  -Observation  -Play method |  | -Changing from capital letters to small letters | Words and picture cutouts | Learning frame work 4-5 years. |  |
| 9 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write capital and small letters | Reciting capital and small letters.  -Match capital to small lettered words and draw.  CAR ten 10  CAT bed \_\_\_  INK car \_\_\_  BED cat \_\_  TEN ink \_\_\_ | Within the lesson a learner will be able to;  -recite capital and small letters  -match capital to small lettered words | -Explanation  -Demonstration  -Observation  -Play method | -Reciting  -Matching  -changing from capital to small letters |  | Words cutouts | Learning frame work 4-5 years. |  |
| 9 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write capital and small letters | Circle the small letter for the given capital letter.  A B A C  E f g e  H h i j  K k l m |  |  |  |  |  | Learning frame work 4-5 years. |  |
| 9 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write capital and small letters | D e f d  G h i g  J k l j  M m n o |  |  |  |  |  | Learning frame work 4-5 years. |  |
| 10 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words. | Read the words correctly. Ten, car, ant, ink, bed  -Read and draw  ten 10  car …….  ant ……..  ink ……..  bed …….  Full in the missing letters  t \_\_n a \_\_\_t b \_\_d  ca \_\_\_ i \_\_\_k | Within the lesson a learner will be able to;  -recognise the given words.  -read the given words ten, car, ant, ink, bed  -Draw pictures for the given words.  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\ANT.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Car.jpg10 car ant  Ten  C:\Users\Admin\Desktop\MY PHOTOZ\Photoes\Bed.jpg  Ink bed  -fill in the missing letters  -recite letters  -change words from capital to small letetrs | -Explanation  -Demonstration  -Observation  -Play method | -Listening  -Speaking  -Reading  -Writing. | -Reading  -Writing  -Drawing  -Spelling | Words cutouts  -Picture cutouts | Learning frame work 4-5 years. |  |
| 10 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words | -Reciting letters .  -Change the words from capital to small letters.  HUT \_\_\_\_  MAN \_\_\_\_  NET \_\_\_\_  SUN \_\_\_\_  VEST \_\_\_\_  VAN \_\_\_\_ | -Recite letters  -change words from capital to small letters. |  |  |  |  | Learning frame work 4-5 years. |  |
| 10 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words and pictures | Read the words correctly  Hut, man, net, sun, vest  Draw and write  hat    man  net  sun |  |  |  |  |  |  |  |
| 11 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can read and write simple words and pictures | Match picture to words  sun  hat  man  net | Match pictures to words |  |  | Matching |  | Learning frame work 4-5 years. |  |
| 11 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can recognise and interprete pictures of letter shapes | Read the words vest, sun, hat, net, man  -Fill in the missing letters  V \_\_st  m …n  n …..t    … …..n    h …t | Within the lesson a learner will be able to;  -read the given words.  -draw and write the given pictures and words  -fill in the missing letters. |  |  |  |  | Learning frame work 4-5 years. |  |
| 11 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can recognise and interpret pictures of letter shapes | Fill in the correct words.  Here is a …..(net, nit)  Here is a ….(vast , vest) | Fill in the correct words |  | Filling in the correct word |  |  |  |  |
|  |  |  |  |  | Here is a….. (hat, hut)    Here is the … (son, sun)    Here is a …(man, men) |  |  |  |  |  | Learning frame work 4-5 years. |  |
| 12 | 1 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can recognise and interpret pictures of letter shapes | Read the words ball, bag, tree, drum, nut  C:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Photoes\Hut.jpgC:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Tree.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Bag.jpgC:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Ball-Final.jpg-Draw and write  ball  bag  drum  tree  C:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Drum-3.jpg  hut |  |  |  |  |  | Learning frame work 4-5 years. |  |
| 12 | 2 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can recognise and interpret pictures of letter shapes | C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Bag.jpgMatch picture to words  bag    drum  ball  tree  C:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Photoes\Hut.jpg  C:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Tree.jpg hut  C:\Users\Admin\Desktop\Desktop\DESKTOP\DOCUMENTS\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Drum-3.jpg  C:\Users\Admin\Desktop\MY PHOTOZ\Luganda-BK1\Ball-Final.jpg |  |  |  |  |  | Learning frame work 4-5 years. |  |
| 12 | 3 | Developing and using my language appropriately. | Reading to enjoy, acquire knowledge and understanding. | I can recognise and interpret pictures of letter shapes | Read the words ball, bag, drum, tree, hut  -Read and draw  ball \_\_\_\_  tree \_\_\_\_\_  hut \_\_\_\_\_\_  bag \_\_\_\_\_\_  drum \_\_\_\_\_\_ | Within the lesson, a learner will be able to;  -identify the given pictures and their words  -read the words correctly. |  |  |  |  |  |  |

**WRITING SCHEME OF WORK FOR MIDDLE CLASS TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | PD | L/Area | L/Outcome | Competences | Content | Objectives | Methods | Activities | L/skills | T/L aids | Ref | Rem |
| 1 | 1 | Developing and using my language appropriately | Writing 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. | **Reviewing set 1**  (s, a, t, i, p, n)  -s, a, t, , i, p, n  -Sat, tip, pin.  -I sat on a tip. | Within the lesson learners should be able to;  Write the sounds, words and sentences. | Play way  Demonstration  Look and say. | Writing the letter formations | Care  Confidence | Sound cut outs | Finger phonics  Book1 |  |
| 2 | 1 | -do- | -do- | -do- | **Reviewing set 2**  (ck, e, r, h, m, d)  -ck, e, r, h, m, d.  Cat, kick, red, man  A cat and a man.  Kick the red cat. | Within the the lesson learners should be able to;  Write the sounds, words and sentences. | Demonstration  Imitation | Singing  Writing | Self awareness | Sound cut outs  Pictures | Finger phonics book 2 |  |
| 3 | 1 | Developing and using my language appropriately | Writing 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. | **Set 3**  (g, o, u, l, f, b)  -g, o, u, l, f, b  -golf, up, but  -The golf pit is up.  -The fish has fins. | -do- | -do- | -do- | -do- | -do- | Finger phonics book 3 |  |
| 4 | 1 | -do- | -do- | -do- | **Set 4(Sound ai)**  Ai, ai, ai, ai.  Maid, pail, tail.  The maid has a pail.  The dog has a tail. | Within the lesson learners should be able to;  Write the sound, words and sentences. | Demonstration  Illustration  Look and say | Singing  Reading  Writing | Self awareness  care | Real objects  -tail  pail | Finger phonics book4 |  |
| 5 | 1 | Developing and using my language appropriately | Writing 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. | **Set 4 (Sound j )**  J,j, j, j, j, j, j  Jack, jam, jet  Jack has jam .  Jill has a jet. | -do- | -do- | -do- | -do- | Flash card | -do- |  |
| 6 | 1 | -do- | -do- | -do- | **Set 4 (Sound)**  Oa, oa, oa, oa.  Coat, soap, soak  It is dad’s coat.  Soak dad’s coat. | Within the lesson learners should be able to;  Write the sound, words and sentences. | Demonstration  Play way  Imitation | Singing  Reading  writing | Confidence  love | Real objects  soap | Finger phonics book 4 |  |
| 7 | 1 | Developing and using my language appropriately | Writing 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 | **Set 4 (Sound ie )**  Ie, ie, ie, ie.  Pie, tie, lie, die.  Dad has a pie.  Ben has a pie. | -do- | -do- | -do- | -do- | A tie | -do- |  |
| 8 | 1 | -do- | -do- | -do- | **Set 4 (sound ee )**  Ee, ee, ee,ee.  See, bee, feet.  I can see mum’s feet.  I can see a bee. | Within the lesson,learner should be ableto;  Write the sound, words and sentences. | Play way  Demonsration  imitation | Singing reading, writing | Confidence, care, self awareness. | Our feet | Finger phonics book 4 |  |
| 9 | 1 | Developing and using my language appropriately | Writing 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. | **Set4(sound or)**  *Or, or, or, or.*  *For, fork, corn, horn.*  *Anita has a fork.*  *I can see acorn.* | -do- | -do- | -do- | -do- | A fork, a corn,a horn | -do- |  |
| 10 | 1 | Developing and using my language appropriately | Writing kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills. | I can use my hands and eyes to perform different acivities as instructed. | **Set 5(sound z)**  Z, z, z, z, z  Zip, zigzag  It is a zip. | Within the lesson, learners should be able to ;  Write the sound, words and sentences. | Play way  Demonstration  imitation | Doing the sound action.  Singing.  Reading.  writing | Self esteem  confidence | A zip.  A zigzag shape. | Finger phonics book 5 |  |

**MIDDLE CLASS WRITING SCHEME OF WORK TERM 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITIES** | **SKILLS** | **T/L AIDS** | **REF** | **REM** |
| 1 | 1 | Developing and using my language appropriately | Writing 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. | **Reviewing set 3**  (g, o, u, I, f, b)  **g o u**  **golf gun lung**  **The golf pit is up** | With in thelesson learners should be able to;  -write the sounds.  -Write the words correctly | -Play way  -Demonstration  -Look and say  -Questiona nd answer. | Copy and write  **goulfb**  -singing  **gun golf** | -Listening  -Speaking  -Reading  -Writing | Real objects  -Belts  -Fish  -Toy gun | Finger phonics book 3 |  |
|  | 2 | Developing and using my language appropriately | Writing 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. | **Reviewing set 3**  (g, o, u, l, f, b )  **l f b l f b**  **belt fins bus**  **This is a red belt.**  **The fish has fins.** | -Write the sentences correctly. | Demonstration  -Look and say  -Questiona nd answer. | Copy and write  **goulfb**  -singing  **gun golf** | -Listening  -Speaking  -Reading  -Writing | Real objects  -Belts  -Fish  -Toy gun | Finger phonics book 3 |  |
| 2 | 1 | Developing and using my language appropriately | Writing 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. | **Reviewing set 3**  (g, o, u, I, f, b)  **g o u l f b**  **gap on un**  **The dog has gaps**  **God is good** | With in thelesson learners should be able to;  -Read and write the sounds correctly. | Demonstration  -Look and say  -Questiona nd answer. | Copy and write  **goulfb**  **gap on** | -Listening  -Speaking  -Reading  -Writing | Real objects  -Bulb  -Toy gun | Finger phonics book 3 |  |
|  | 1 | Developing and using my language appropriately. | Writing 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. | **Reviewing set 3**  (g, o, u, I, f, b)  **fat lip bulb**  **My lips are red.**  **This is a lost toy.**  **g o u l f b.** | -Read and write the sentences correctly. | Demonstration  -Look and say  -Questiona nd answer. | Copy and write  **gou l f b**  **gap on** | -Listening  -Speaking  -Reading  -Writing | Real objects  -Bulb  -Toy gun | Finger phonics book 3 |  |
| 3 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound ai**  **ai ai ai ai**  **pair hair fair**  **He has a pair of soacks**  **He has black hair**. | With in thelesson learners should be able to;  -Read and write the words and sentences correctly. | -Story telling  -Demonstration  -Look and say | Copy and write  **ai ai**  **sail** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Our hair  -Nail | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound ai**  **ai ai ai ai**  **paid sail nail**  **The nail is sharp.**  **This pen can sail.** | -Read and write the sounds correctly. | -Story telling  -Demonstration  -Look and say. | Copy and write  **ai ai**  **sail** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Our hair  -Nail | Finger phonics book 4 |  |
| 4 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound ai**  **ai ai ai ai**  **grain train brain**  **It is a fast train.**  **They are grains.** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration  -Look and say. | Copy and write  **ai ai**  **grain** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -grain  -Our waist | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound ai**  **ai ai ai ai**  **Waist aid faith**  **My waist is thin.**  **Have faith in God.** | -Read and write the words and sentences correctly. | -Story telling  -Demonstration  -Look and say. | Copy and write  **ai ai**  **grain** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -grain  -Our waist | Finger phonics book 4 |  |
| 5 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound Jj**  **Jj Jj Jj Jj**  **Jesus job**  **Jesus is Lord.**  **Jill got a job.** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration  -Look and say. | Copy and write  **J J J**  **j j j** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Jigsaw  -Jean | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound Jj**  **j j j j**  **jigsaw jean**  **Fix this jigsaw.**  **My jean has spots** | -Read and write the words and sentences correctly. | -Questiona nd answer | Copy and write  **Jesus**  **jean** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Jigsaw  -Jean | Finger phonics book 4 |  |
| 6 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound oa**  **Copy and write.**  **oa oa oa oa**  **goat coat foam**  **It is a red coat.**  **My goat has a kid** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration  -Look and say. | Copy and write  **oa oa**  **goat** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Coat  -foam  -soap | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound oa**  **Copy and write.**  **oa oa oa oa**  **road soap toast**  **That road is long.**  **It is a bar of soap**. | -Read and write the words and sentences correctly. | -Questiona nd answer | Copy and write  **oa oa**  **goat** | -Listening  -Speaking  -Reading  -Writing | -Real objects  -Coat  -foam  -soap | Finger phonics book 4 |  |
| 7 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound ie**  **Copy and write.**  **ie ie ie ie**  **pie lie die**  **Mum has a pie.**  **He died in a bus.** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration | Copy and write  **ie ie ie**  **pie lie** | -Listening  -Speaking  -Reading  -Writing | -Real objects eg a mat,  pie | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound ie**  **Copy and write.**  **ie ie ie ie**  **lie die pie**  **Tom lied his dad.**  **Dad has a red tie** | -Read and write the words and sentences correctly. | -Look and say. | Copy and write  **ie ie ie**  **pie lie** | -Listening  -Speaking  -Reading  -Writing | -Real objects eg a mat,  pie | Finger phonics book 4 |  |
| 8 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound ee**  **Copy and write.**  **ee ee ee ee**  **speed see keep**  **Keep the speed low.**  **I can see a bee.** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration | Copy and write  **ee ee**  **see feel** | -Listening  -Speaking  -Reading  -Writing | Real objects  -seed  -Eyes to see | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound ee**  **Copy and write.**  **ee ee ee ee**  **sheep feel seed**  **The sheep has wool.**  **I feel happy today.** | -Read and write the words and sentences correctly. | -Look and say. | Copy and write  **ee ee**  **see feel** | -Listening  -Speaking  -Reading  -Writing | Real objects  -seed  -Eyes to see | Finger phonics book 4 |  |
| 9 | 1 | Developing and using my language appropriately. | Writing 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. | **Sound or**  **Copy and write.**  **or or or or**  **fork corn horn**  **The cow has horns.**  **That tree has thorns.** | With in thelesson learners should be able to;  -read and write the sounds correctly. | -Story telling  -Demonstration | Copy and write  **or or or**  **fork corn** | -Listening  -Speaking  -Reading  -Writing | -Real objects  Eg;  -fork  -corn  -torn dress | Finger phonics book 4 |  |
|  | 2 | Developing and using my language appropriately. | Writing 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. | **Sound or**  **Copy and write.**  **or or or or**  **order born torn**  **This dress is torn.**  **I was born to sing.** | -Read and write the words and sentences correctly. | -Look and say. | Copy and write  **or or or**  **fork corn** | -Listening  -Speaking  -Reading  -Writing | -Real objects  Eg;  -fork  -corn  -torn dress | Finger phonics book 4 |  |

**MIDDLE CLASS READING SCHEME OF WORK TERM 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITIES** | **SKILLS** | **T/L AIDS** | **REF** | **REM** |
| 1 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Reviewing set 3.**  (g, o, u, I, f, b )  **Words**  gap dig golf fog gun up on gill ox un bus lost God  **Activity**  Listen and write  \_\_\_\_\_\_ \_\_\_\_\_\_\_  ---------- ------------  ---------- ------------ | Within the lesson, learners should be able to;  -say the spunds correctly.  -Read the sounds correctly. | -Play way  -Look and say | Listen and write  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Singing | -Listening  -Speaking | -Real objects  -Switch yo show on and off.  -Legs  -Fish cutouts | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Reviewing set 3**  (g, o, u, l, f, b)  Sentences  -The fish has gills  -The golf pitch is up the hills.  -God is so good.  -The sun is up in the sky.  Activity  -Read and draw.  goat dog box  sun gun fish | -Write the sords correctly.  -read a nd draw the pictures correctly. | -Questiona nd asnwer | **Read and draw.**  goat  sun  box | -Reading  -Writing | -Box | Finger phonics bk 4 |  |
| 2 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Reviewing set 3**  (g, o, u, I, f, b )  Words  Log fed bulb  Leg fins bud  Lip far belt  Kill fat bell  **Activity**  **Fill in the correct word.**  The \_\_\_\_\_\_\_\_\_\_ is long  This\_\_\_\_\_\_\_ has green grass.  C:\Users\Admin\Desktop\PPPP\BELL.pngThe\_\_\_\_\_\_ has rang.  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\belt.jpgMy \_\_\_\_\_\_ are red | Within the lesson, learners should be able to;  -read tfhe sounds for set 3.  -read the words correctly.  -write the corerect words ibn the sentence. | -Singing  -Play way  -Question and answer | **C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\belt.jpgFill in the correct words.**  The \_\_\_ is long.  C:\Users\Admin\Desktop\PPPP\BELL.png  The \_\_\_ has rung. | -Listening  -Speaking | Real ovjects eg belt, our lips, bulb, fish  -word cards. | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Word endings**  **Form good words**  g  I ot  d  f  b it  l  b  at  f | -form the words correctrgly. | -Look and say | Form good words.  g \_\_\_\_\_  l ot \_\_\_\_\_  d \_\_\_\_\_ | -Reading  -Writing | Sound cards | Finger phonics bk 4 |  |
| 3 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ai.**  Song. My ear hurt. I was in pain ai ai  **Story line**; Abigail had pain in her ear.  **ai words**  (- ain) (- ail) ( - air )  Pain fail fair  Pain mail pair  Train snail hair  Brain rail chair  Drain nail air  (sail, tail, fail)  **Activity**  Fill in sound ai in the gaps.  tr \_\_ \_\_ n  sn \_\_ \_\_ l  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg p \_\_ \_\_ l  m \_\_ \_\_ d  n \_\_ \_\_ l  C:\Users\Admin\Desktop\PPPP\TRAIN 2.png | Within the lesson, learners should be able to;  -identify the sound.  -read the words for the sound correctly.  -fill the gaps for the sound correctly. | -Demonstration  -story telling  -play way  -look and say  -questions and answer | Fill in sound ai in the gaps.  **C:\Users\Admin\Desktop\PPPP\TRAIN 2.png**tr \_\_ \_\_ n  p \_\_ \_\_l  -singing  -writing in the sir.  Dring sound action | -Listening  -Speaking  -Reading  -Writing | -Real objects  -nail  -chair  Hair  Paint  Pail  -pictres  -rain  -snail | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ai**  - Song; My ear hurt I was in pain ai ai \_ \_ \_.  - Story line. Abigail had pain in her ear.  Sentence flr aui.  -He got an aid from his dad.  -The train is on the rail.  -She has black hai r.  -The rail has gaps.  -She has faith in God .  -Tom oaid for his mail box.  **Activity.**  **Fill in the correct word.**  Our \_\_ is sick.  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgThe \_\_\_\_ has strated .  https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRhKdhQzoGZmyiZH6lcjvZz-5rSbKI260gzURjd8kUlvxcmShsNIhuIWJwlI sat on my \_\_\_\_\_  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Photoes\Chair-2.jpg The \_\_\_\_ has water. | Within the lesson, learners should be able to;  -ientify the siound from the story.  -tell the words b for sound ai correctly.  -read the sentences correctly.  -fill in the correct words in the sentence. | Singing  -Play way  -Demonstration  -Story telling  -Look and say. | C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg-Fill in the correct word.  Our \_\_\_ is sick  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Photoes\Chair-2.jpgI sat on my \_\_\_ | -Listening  -Speaking  -Reading | Real objects  -Pial  -Chair  -Nail  -Hair  -Sound cards | Finger phonics bk 4 |  |
| 4 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Soaud ai**  Song; My ear hurt……….  **Story line**  **Abigail had pain in her ear.**  **ai words (\_\_ ail)**  bail nail  mail sail  snail tail  rail fail  Listen and write  \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ | -Write the sords for ai correctly. | -Questiona nd answer | Listen and write  \_\_\_\_\_  \_\_\_\_\_  --------  \_\_\_\_ | -Writing | -Word cards | Finger phonics bk 4 |  |
| 4 | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ai**  aid aim faint drain  paid brain faith waist  train  **Activity**  Read and circle the same words.   |  |  | | --- | --- | | aim | book aim back | | aid | cock kill aid | | drain | drain pet mop | | paid | rat paid girl | | faith | hand egg faith | | Within the lesson, learners should be able to;  -identify the sound.  -tell the words for the sound correctly.  -read and circle the same words correctly. | -Play way  -Demonstration  -Story telling  -Look and say. | Read and circle the same words.   |  |  | | --- | --- | | aim | book aim | | aid | aid kill |   -Singing  -Doing  -Sound  -Action | -Listening  -Speaking | -Sound cards  -Word cards. | Finger phonics bk 4 |  |
| 5 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound Jj**  **Song:**  **Story line:**Jack enjoyed juice and jam.  **Word for Jj**  Jesus join jog  July jam juice  June jean jug  jelly job just  jet jigsaw junk  **Activity**  **Fill in the correct words.**  \_\_ is on the cross  My \_\_\_ is in the glass.  The ----- is oh.  Dad has a \_\_\_\_\_  C:\Users\Admin\Desktop\PPPP\AEROPLANE.jpg | -Fill in the correct words in the sentence. | -Question and answer | -Fill in the correct words.  \_\_ is on the cross  \_\_\_ is in the jug. | -Reading  -Writing | -Real objects  -Toy aeroplane for jet.  -Jigsam  -Jug  -Junk food eg samosa. | Finger phonics bk 4 |  |
| 5 | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound Jj**  Story; Jack enjoyed juice and jam song.  Sentences fr sound Jj.  -Jill got a job in Japan.  Let me jump and hop.  -My jean has spots.  -I want jam and jelly.  -He just went back to mum.  -There is juice in the jug.  **Activity**  **Fill in the missing letters.**  **C:\Users\Admin\Desktop\PPPP\AEROPLANE.jpg\_\_\_ et**  J \_\_ g  http://t0.gstatic.com/images?q=tbn:ANd9GcTSUfyB2vYB5RyCY-BG2_FQqdYmjQJV9C415rtPnjv9DROQo4OTsqigkKI  J e \_\_ n    \_\_ esus | Within the lesson, learners should be able to;  -identify the sound  -tell the words for the sound correctly.  -read the sentences correcgtly.  -fill in the missing letters correctly. | -Singing  -Story telling  -Look and say  -Question and answer | Fill in the missing letters.  C:\Users\Admin\Desktop\PPPP\AEROPLANE.jpg\_\_ et  J \_\_ g | -Listening  -Speaking  -Reading  -Wrioting | -Real objects  -Toy jet 9aeroplane)  -Jean trouser/ skirt  -Juice in the jug. | Finger phonics bk 4 |  |
| 6 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | Sound oa  Song  Story line; The goat and the oak tree.  Words for soud oa.  gaot toast foam oak  boat boast loaf  Activity  Fill in the sound and read.  B \_\_ \_\_ rd cr \_\_ \_\_ k  B \_\_ \_\_ st l \_\_ \_\_ d  R \_\_ \_\_ r t \_\_ \_\_ d  G \_\_ \_\_ l c \_\_ \_\_ t  Activity  -The oak tree fell on the gaot.  -Put soap in the soap dish.  -The boat float on water.  -That road is long.  -I toast my loaf of bread.  -There is much foam in the basin.  -I have to soack my clothes. | Within the lesson, learners should be able to;  -identify the sound from the story.  -read the words correctly.  -fill in the sound and read the word. | -Play way  -Demonstration  -Story telling | Fill in the sounds and read.  b \_\_ \_\_ rd  b \_\_ \_\_ st  cr \_\_ \_\_ k  -Singing  -Doing sound action | -Listening  -Speaking  -Recognition | -Real objects eg  -foam  -soap  -A loaf of bread  -Soaked cloth  -A coat  -black board.  -toasted bread | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **C:\Users\Admin\Desktop\PPPP\COAT.jpgC:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\Sheep.jpgComplete the sentences.**  C:\Users\Admin\Desktop\PPPP\BOAT.jpgThe \_\_ is on water.  That \_\_\_ has fur.  Dad has a big \_\_-  That road is long.  ( road, goat, coat, boat, aok) | -read the sentences correctly.  -write the correct words in the sentence. | -Question and answer  -Look and say. | C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Photoes\Boat.jpgComplete the sentences.  The \_\_\_\_ is on water.  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Luganda-BK1\Sheep.jpg  The \_\_\_\_ has far. | -Reading  -Writing | -Pictures  -A goat  -Wpord cards  -Spound cards | Finger phonics bk 4 |  |
| 7 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ie,**  Sing; The captain says ie, ie  Story line  **Words for son die.**  Tie pie  Lie die  **Activity**  Circle the different word.   |  |  |  | | --- | --- | --- | | boat | boat | die | | Lie | Jet | Jet | | Aok | Tie | Aok | | faint | faint | pie | | Within the lesson, learners should be able to;  -identify the sound.  -read the words and circle the different words correctly. | -Strory telling  -Demonstration  -Play way | -Circle the different word.   |  |  |  | | --- | --- | --- | | boat | boat | die | | lie | jet | jet |   -Singing  -Doing sound action | Listening  Speaking | -Real ojects  -A pie  - Atie | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ie.**  Song: The captain says ie ie  Story line.  **Sentences**  -Dad has tie in his coat.  -He died in abus.  -This mmeat pie is good.  -I will lie that boy again.  **Activity**  **Form good words**  p \_\_\_\_\_\_\_  l ie \_\_\_\_\_\_\_  d \_\_\_\_\_\_\_  t \_\_\_\_\_\_\_ | -read the sentences correctly  -form good words. | -Questiona nd answer.  -Look and say. | -Form the words  \_\_\_\_  ie \_\_\_\_  \_\_\_\_  \_\_\_\_ | -Reading  -Writing | -Sound cards  -Word cards | Finger phonics bk 4 |  |
| 8 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ee**  **Song;** See the donkry in its stall.  Rhyme; Pussy cat, Pussy cat.  Words for sound ee.  See sheep been  Bee keep seed  Feed feet bleed  Meet tree street  Feel tree seen  Eel three queen.  **Activity**  **Underline the same word**  feed feed seed  sheep been been  bee tree bee  eel keep keep | Within the lesson, learners should be able to;  -identify the sounf correctly.  -read the words correctly.  -read and underline the same words.  -read thesentences correctly. | Story telling  Demonstration  Play way  -Question and answer  Look and say | -Underline the same word.  feed, feed, seed  sheep been been  eel keep keep | Listening  Recognition  Speaking | Real objects  A bee  Number 3  0ur feet | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound ee**  Song;  Rhyme;  Sentences.  -It is a been seed.  -Let us meet in class.  -There is a bee in the tree.  -The sheep has wool.  -Keep bthe speed low.  **Activity**  **C:\Users\Admin\Desktop\PPPP\TREE.jpgName the pictures.**  C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Photoes\ANT.jpg\_\_\_\_ \_\_\_\_ \_\_\_ \_\_\_\_  3  (tree, three, feet , bee, seed, keep) | -read thesentences correctly.  -name the pictures correctly. | singing | C:\Users\Admin\Desktop\PICS\MY PHOTOZ\Photoes\ANT.jpgC:\Users\Admin\Desktop\PPPP\TREE.jpgName the pictures  \_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_ | Reading  Writing | Pictures  -tree  Sound cards  Word cards | Finger phonics bk 4 |  |
| 9 | 1 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound or**  **Song;** Seee the donkey inits stall…  **Storyline**  **Words for siound or.**  Thorn torn for  Fork order horn  Corn pork born  Storm port  **Activity**  **Form good words**  \_\_\_\_\_------------------------  c  b  t | Within the lesson, learners should be able to;  -identify the sound.  -reead the words correctly.  -form good word. | Story telling  Demonstration  Play way  Look and say | Forn good words.  b  t  h  c  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Singing  -Doing spound action | -Listeing  -Speaking | -Real objects  -fork  -torn cloth  -horn cut our | Finger phonics bk 4 |  |
|  | 2 | Developing and using my language approriately | Listening with acuity for information and enjoyment and responding appropriately in awide range of situations. | I can differentiate between sounds made. | **Sound or**  Song; See the donkey in its stall  **Story line**;  Fill the gaps with or and read  f \_\_ \_\_ k  st \_\_ \_\_ m  \_\_ \_\_ der  th \_\_ \_\_ n  c \_\_ \_\_ n  t \_\_ \_\_ n | -fill the gaps with the sound correctly. | -Questiona nd answer  -Fill the gaps with the sound correctly. | -Fill the gaps with or and read .  f \_\_ \_\_ k  st \_\_ \_\_ m  \_\_ \_\_ der  th \_\_ \_\_n  c \_\_ \_\_ n  t \_\_ \_\_ n | -Reading  -Writing | -sound card  -word cards | Finger phonics bk 4 |  |

**MIDDLE CLASS ENGLISH SCHEME OF WORK TERM III**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUTCOME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITIES** | **SKILLS** | **L/AIDS** | **REF** | **REM** |
| 1 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can read and write capital letters. | **Reviewing alphabets from**  **A – Z**  -Reciting capital letters.  -Write letters from A - Z | Within the lesson, learners will be able to recite letters from A – Z.  -write capital letters from A – Z | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can read and write capital letters. | **-Reviewing alphabets from**  a – z  -Writing letters from a - z | =recite letters from a-z | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can read and write capital letters | **Change letters from capital to small**  A a B \_\_ C \_\_  D \_\_ E \_\_ F \_\_  G \_\_ H \_\_ I \_\_  J \_\_ K \_\_ L\_\_  M \_\_ N \_\_ O \_\_  P \_\_ Q \_\_ R \_\_  S \_\_ T \_\_ U \_\_  V \_\_ W \_\_ X \_\_  Y \_\_ X \_\_ | -change letters from capital to small. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can read and write capital letters | -Recite capital and small letters from capital to small  -Match and write capital and small letters  A g Gg  B f \_\_\_  C d \_\_\_  D e \_\_\_  E a \_\_\_  F b \_\_\_  G c \_\_\_ | Within the lesson, learners will be able to;  -recite capital and small letters.  -match capital to small letters | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
| 2 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters | Arranging letters in sequence  A \_\_ g  A b c d e f g  -Write the letters before  **Name the pictures**  \_\_\_b  \_\_\_ c \_\_\_  \_\_\_ d  \_\_\_ e \_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Bag.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\ANT.jpg\_\_\_ f  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Ball-Final.jpg\_\_\_ g \_\_\_ | Within the lesson, learners will be able to;  -arrange the letters in sequence  -write the letters before. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing  -Naming | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
| 2 | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters | Arranging letters in sequence h - h  H I j k l m n  -Write the letter before  \_\_\_ i  \_\_\_ j  \_\_\_ k  \_\_\_ l  \_\_\_ m  \_\_\_ n | Within the lesson, learners will be able to;  -recite letters  -arrange letters in sequence  -write the letter before | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters | Arranging letters in sequence o \_\_\_ t  **-write the Read and**  **letter before draw**  \_\_\_ V box \_\_\_  \_\_\_ W bed \_\_\_  \_\_\_ X bell \_\_\_  \_\_\_ Y hen \_\_\_  \_\_\_ Z | -recite letters  -arrange letters in sequence  -write the letter before | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing  -Drawing | -Listening  -Speaking  -Writing  -Reading | -Letter Cutouts | Learning frame work 4 – 5 years |  |
| 2 | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Naming pictures**  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpg  Chair table  C:\Users\user\Documents\Luganda-BK1\Broom.jpg  Stool broom  **Write sentences**  This is a stool  C:\Users\user\Documents\Luganda-BK1\Broom.jpg \_\_\_\_\_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpg | Within the lesson, learners will be able to;  -write good sentences.  -identify own name.  -read sentences well. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing  -Drawing | -Listening  -Speaking  -Writing  -Reading | Picture cutouts | Learning frame work 4 – 5 years |  |
| 3 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Naming pictures**    C:\Users\user\Documents\Luganda-BK1\Broom.jpgtable plate  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpgbroom chair  stool  **Complete the sentences**  It is a \_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpgPlate, Stool, table, chair | Within the lesson, learners will be able to;  -write the words correctly.  -read words correctly.  -complete the sentences correctly. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Reading  -Writing  -Drawing | -Listening  -Speaking  -Writing  -Reading | Picture cutouts | Learning frame work 4 – 5 years |  |
| 3 | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Naming pictures**    C:\Users\user\Documents\Luganda-BK1\Broom.jpgtable plate  broom  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpg  chair stool  **Read and draw**  plate stool table  broom chair | Within the lesson, learners will be able to;  -tell the names of the pictures.  -read the words correctly.  -read and draw pictures for the given words. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading words  -Naming pictures  -Drawing pictures | -Listening  -Speaking  -Writing  -Reading | -Picture and word cutouts | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Identifying own name**  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpgstool chair table  C:\Users\user\Documents\Luganda-BK1\Broom.jpg  broom plate  **Draw on the missing parts and name.**  **\_\_\_\_ \_\_\_\_ \_\_\_\_\_**  \_\_\_\_\_ \_\_\_\_\_\_ | -draw on the missing parts | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading words  -Naming pictures  -Drawing on the missing parts | -Listening  -Speaking  -Writing  -Reading  -Observation | -Picture and word cutouts | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Prepositions**  Read the words  In under on  -Write in for the pictures  **\_\_\_\_\_\_ \_\_\_\_\_\_\_**  **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQq34BJapwIgytcbPyxoj3BQ5C_csj7FSSGpZgXVLKLb_28jSyt**  **\_\_\_\_\_\_ \_\_\_\_\_\_** | Within the lesson, learners will be able to;  -tell the name of the objects.  -fill in the right preposition.  draw the pictures well | -Play Method  -Demonstration  -Observation  -Question and answer | -Naming pictures  --Writing the right preposition  -Drawing | -Listening  -Speaking  -Reading  -Writing | -Picture cutouts  -Real objects, sup, water, bottle, stick, tin & flower | Learning frame work 4 – 5 years |  |
| 4 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Write on for the pictures**  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\WINDOW.jpg\_\_\_\_\_\_ \_\_\_\_\_\_\_**  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOOK.jpg\_\_\_\_\_\_ \_\_\_\_\_\_\_\_C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpg** | Within the lesson, learners will be able to;  -identify the given preposition.  -write the right preposition | -Play Method  -Demonstration  -Observation  -Question and answer | -Naming pictures  --Writing the right preposition  -Drawing | -Listening  -Speaking  -Reading  -Writing |  | Learning frame work 4 – 5 years |  |
| 4 | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Prepositions**  Read the words  -Infront of  -Behind  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Chair-2.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Broom.jpghttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOtWrite infront of for the picture.  \_\_\_\_\_\_\_\_\_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\HOUSE.jpg  \_\_\_\_\_\_\_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.png  \_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_ | Within the lesson, learners will be able to;  -identify the given preposition.  -carryout picture reading correctly.  -fill in the right preposition. | -Play Method  -Demonstration  -Dramatisation  -Observation  -Question and answer | -Reading words.  (preposition)  -imitating the preposition.  -Drawing  -Filling in the roght preposition. | -Listening  -Speaking  -Reading  -Writing | -Picture cutouts  -Real objects, | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Carrying out pictures reading**  -Read the words  Infront of  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.pngC:\Users\user\Desktop\RAC\New folder (2)\PPPP\TREE.jpgBehind**.**  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\HOUSE.jpg**  **\_\_\_\_\_\_**  **\_\_\_\_\_\_**  **\_\_\_\_\_**  **C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Broom.jpg** | Within the lesson, learners will be able to;  -identify the given preposition.  -carryout picture reading correctly.  -fill in the right preposition.  -write the right preposition. | -Play Method  -Demonstration  -Dramatisation  -Observation  -Question and answer | -Reading words.  -imitating the preposition.  -Drawing  -Filling in the roght preposition. | -Listening  -Speaking  -Reading  -Writing | Real objects, like brooms, car, girl and picture cut outs. | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Carrying out picture reading.**  -Read the words.  -Infront of  -behind  -over  -Write over for this pictures.  **C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\ANT.jpg**  \_\_\_\_\_\_\_\_\_\_\_\_  **\_\_\_\_\_\_\_\_\_\_**  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\HOUSE.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\AEROPLANE.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Flower.jpg**C:\Users\user\Desktop\RAC\New folder (2)\PPPP\TREE.jpg\_\_\_\_\_\_\_\_\_\_\_** | Carry put picture reading correctly.  -identify the right preposition.  -write the right preposition. | -Play Method  -Demonstration  -Dramatisation  -Observation  -Question and answer | -Reading words.  -imitating the preposition.  -Drawing  -Filling in the right preposition. | -Listening  -Speaking  -Reading  -Writing | Real objects, like brooms, car, girl and picture cut outs. | Learning frame work 4 – 5 years |  |
| 5 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Carrying out pictures reading.**  -Prepositions  -infrony of  -behind  -over  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\WINDOW.jpgRead and match**  Behind  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.png  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\TREE.jpg  Infront of  over | Within the lesson, learners will be able to;  -read the words correctly.  -match prepositions to the right pictures. | -Play Method  -Demonstration  -Dramatisation  -Observation  -Question and answer | -Reading words.  -imitating the preposition.  -Drawing pictures.  -Matching  . | -Listening  -Speaking  -Reading  -Writing | -Real objects, car, cupboard, ball, picture cutouts | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | Arranging letters in sequence  A – g  A, b, c, d, e, f, g  -Write the letter between    **Name the pictures**  a \_\_\_c  c \_\_\_ e \_\_\_\_\_  e \_\_\_g  b \_\_\_d \_\_\_\_\_  d \_\_\_f  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.png \_\_\_\_ | Within the lesson, learners will be able to;  -recite letters from a – z  -arrange letters in sequence form.  -write the letter between. | -Play Method  -Demonstration  -Dramatisation  -Observation  -Question and answer | -Reciting letters  -Arranging letters in sequence form.  -Writing the next letter | -Listening  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
| 5 | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence h – n**  h, i, j, k, l, m, n  -Write the letter between  **Read and draw**  h \_\_ j car \_\_\_\_\_  j \_\_ l duck \_\_\_\_\_  l \_\_ n doll \_\_\_\_\_  n \_\_ o  o \_\_ q | Within the lesson, learners will be able to;  -recite letters from  a – z  -arrange letters in sequence form.  -fill in the lettr between. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Arranging letters in sequence  -writing the letters between  -Drawing | -Listening  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence o \_\_ t**  O, p, q, r, s, t  Write the letter between  **Name the pictures**  o \_\_ q \_\_\_\_\_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgq \_\_ s \_\_\_\_\_  s \_\_ u  u \_\_ w \_\_\_\_\_ | Within the lesson, learners will be able to;  -recite letters from  a – z  -arrange letters in sequence form.  -fill in the lettr between. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Arranging letters in sequence  -writing the letters between  -Drawing | -Listening  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
| 6 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence**  U, V, W, X, Y, Z  Write the letter between.  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\HOUSE.jpg **Name the pictures**  S \_\_\_U  U\_\_\_W  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Gun.jpgW \_\_\_Y  X \_\_\_Z | Within the lesson, learners will be able to;  -recite letters from a – z.  -arrange letters in sequence form,  -fill in the letter between, | -Play Method  -Demonstration  -Observation  -Question and answer | -Reciting  -Arranging letters in sequence  -writing the letters between | -Listening  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg[http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=basket&FORM=HDRSC2#view=detail&id=58C2CAC81F8C0F54F0D0DE0A3E9A032EAED29C41&selectedIndex=142)Identifying own names.**  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\FLOWER.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\FLOWER.jpgGirl basket bucket  Flower brush  Where is the \_\_\_\_\_\_\_?  Here is the a \_\_\_  Here is a \_\_\_\_  Here is a \_\_\_\_  Here is a \_\_\_  Here is a \_\_\_\_ | Within the lesson, learners will be able to;  -read the words correctly.  -draw pictures well.  -fill in the correct word. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading words.  -Drawing pictures.  -Reading pictures.  -Reading sentences.  -Filling in the correct word. | -Listening  -Speaking  -Reading  -Writing | Picture to word cut outs. | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgIdentifying own name.**  [http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=basket&FORM=HDRSC2#view=detail&id=58C2CAC81F8C0F54F0D0DE0A3E9A032EAED29C41&selectedIndex=142)C:\Users\user\Desktop\RAC\New folder (2)\PPPP\FLOWER.jpgbasket flower girl    bucket brush  Complete and name the pictures. | Within the lesson, learners will be able to;  -identify the name of the objects.  -read the words correctly.  -draw on the missing parts on the pictures.  -name the pictures correctly. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading words.  -spelling words.  -drawing on missing parts.  -naming pictures. | -Listening,.  -Speaking  -Reading  -Writing  -Drawing  -Observation | Picture to word cut outs. | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | Identifying own name vocabulary, fill in the missing letters.  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg  g i r l  flow \_\_ \_\_  bru \_\_ \_\_  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\FLOWER.jpg  bu \_\_ \_\_ et  ba \_\_ \_\_ et  [http://ts3.mm.bing.net/th?id=HN.607998594293105909&w=157&h=142&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=basket&FORM=HDRSC2#view=detail&id=58C2CAC81F8C0F54F0D0DE0A3E9A032EAED29C41&selectedIndex=142) | Fill in the missing letters. | -Play Method  -Demonstration  -Observation  -Question and answer | -Filling in the missing letters. | -Listening.  -Speaking  -Reading  -Writing  -Drawing  -Observation | Picture to word cut outs. | Learning frame work 4 – 5 years |  |
| 7 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Identifying own name vocabulary**  Flower, basket, brush, girl, bucket  **Read and draw.**  This is a bucket  The brush is in the bucket.  The girl ha a flower | Within the lesson, learners will be able to;  -read the words correctly.  -read the sentences c correctly and draw pictures for the sentences. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Drawing | -Listening.  -Speaking  -Reading  -Writing  -Drawing | -Real objects  -brush  -bucket  -girl  -flower | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Using pictures to form stories.**  Prepositions  In under, on, near  Read and fill the gaps with the right preposition  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOOK.jpg The book is \_\_\_\_ the tin.  The cat is \_\_\_ the chair.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOt  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Chair-2.jpg  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Pen.jpgThe pen is \_\_ the table | Within the lesson, learners will be able to;  Read the words and sentences.  -fill the gaps with the right preposition. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Drawing  -Writing | -Listening.  -Speaking  -Reading  -Writing  -Drawing | -Real objects  -Picture to word cutouts | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Prepositions**  C:\Users\Admin2\Documents\My Documents\MY PHOTOZ\Photoes\Chair-2.jpghttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTdqM_RRSvMvFn7BMKlS3ia1rBiU5ic41YV5TWpBevH8yVBNMOtMatch pictures to their positions  in  near  on  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Bag.jpg  under  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.pngC:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOOK.jpg | -Match pictures to the right proposition. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Drawing  -Writing | -Listening.  -Speaking  -Reading  -Writing  -Drawing | -Real objects  -Picture to word cutouts | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Match the same positions.**  in front of in  over near  behind on  in under  under infront of  on over  near behind | Match the same prepositions. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Drawing  -Writing | -Listening.  -Speaking  -Reading  -Writing  -Drawing | -Real objects  -Picture to word cutouts | Learning frame work 4 – 5 years |  |
| 8 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters.**  a \_\_\_ g  a, b, c, d, e, f, g  Write the next letter.  a \_\_\_\_  a b \_\_\_\_  a b c \_\_\_\_  a b c d \_\_\_\_  a b c d e \_\_\_  a b c d e f \_\_\_ | Within the lesson, learners will be able to;  -read letters from a – z  -identify the letter names correctly.  -write the next letter. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Arranging letters in sequence form.  Writing the next letter. | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence h \_\_ n**  h i j k l m n  Write the next letters  h \_\_  h i \_\_\_  h i j \_\_\_  h i j k \_\_\_  h i j k l \_\_\_  h i j k l m \_\_\_ | Within the lesson, learners will be able to;  -read letters from a – z  -identify the letter names correctly.  -write the next letter. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Arranging letters in sequence form.  Writing the next letter. | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence. o – t.**  o, p, q, r, s, t  Write the next letter  o \_\_\_ **Read and draw**  o p \_\_\_ ink \_\_\_\_  o p q \_\_\_ jug \_\_\_\_  o p q r \_\_\_ leaf \_\_\_\_  o p q r s \_\_\_ | Within the lesson, learners will be able to;  -read letters from a – z  -identify the letter names correctly.  -write the next letter. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Arranging letters in sequence form.  Writing the next letter. | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Arranging letters in sequence u \_\_ z**  u, v, w, x, y, z  Write the next letter.  u v \_\_\_  u v w \_\_\_  u v w x \_\_\_  u v w x y \_\_\_  **Name the pictures**  **C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Boy-8.jpgC:\Users\user\Documents\Luganda-BK1\Mat.jpg\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_** | Within the lesson, learners will be able to;  -read letters from a – z  -identify the letter names correctly.  -write the next letter. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Arranging letters in sequence form.  Writing the next letter. | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
| 9 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures | **Identifying own name**  **Vocabulary**  Shirt, shoes, skirt, shoes, socks, tie.  **Match the pictures**  shirt  skirt  tie  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOW TIE.jpg**  sock | Within the lesson, learners will be able to;  -identify the pictures and their names.  -name the pictures correctly. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Drawing | -Listening.  -Speaking  -Reading  -Writing | -Real objects  -Picture cut outs | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures | **Identifying own name vocabulary,**  Skirt, shirt, tie, shoe, sock.  I can a \_\_\_\_\_\_  i can see a \_\_\_  I can see a \_\_\_  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOW TIE.jpgI can see a\_\_\_\_ | Read sentences well.  -Complete sentences | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Drawing | -Listening.  -Speaking  -Reading  -Writing | -Real objects  -Picture cut outs | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures | **Identifying own name.**  -Vocabulary shirt, socks, shoe, tie, skirt.  Fill in the missing letters.  So \_\_ \_\_    sk \_\_ \_\_ t  t \_\_ \_\_  sh \_\_ \_\_  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOW TIE.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\SOCKS.png | Within the lesson, learners will be able to;  -identify the pictures and their names.  -name the pictures correctly.  -Filling in the missing letters. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Drawing | -Listening.  -Speaking  -Reading  -Writing | -Real objects  -Picture cut outs | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures | **Identifying own name**  **Use of and**  Read and draw  A shirt and a shoe.  A tie and a sock  Skirt and a shirt. | Read and draw. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Drawing | -Listening.  -Speaking  -Reading  -Writing | -Real objects  -Picture cut outs | Learning frame work 4 – 5 years |  |
| 10 | 1 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Filling in the missing letters.**  -Fill in the missing letters.  a \_\_ c \_\_ e \_\_ g \_\_ i \_\_ k \_\_ m | Within the lesson, learners will be able to;  -Identify the letters correctly. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Arranging letters in sequence form | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 2 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Name the missing letters.**  n \_\_ \_\_ g \_\_ s \_\_ u \_\_ w \_\_ y \_\_ | -Fill in the missing letters correctly.  -Filling the missing letters. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Arranging letters in sequence form | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 3 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Filling in the missing letters**. a \_\_ \_\_ d \_\_ \_\_ g \_\_ \_\_ j k \_\_ \_\_ n o \_\_ q r \_\_ \_\_ u \_\_ \_\_ x \_\_ z. | Filling in the missing letters correctly. | -Play Method  -Demonstration  -Observation  -Question and answer | -Reading  -Writing  -Arranging letters in sequence form | -Listening.  -Speaking  -Reading  -Writing | -Letter cut outs | Learning frame work 4 – 5 years |  |
|  | 4 | Developing and using y language appropriately | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letters shapes | **Identifying own name.**  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Sheep.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Goat-2.jpg  goat  snake  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\COW.png  cow  sheep  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\RABBIT.jpg  rabbit  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Snake.jpg | Within the lesson, learners will be able to;  -identify the given animals.  -tell their name  -name the given animals.  -draw the given animals. | -Play Method  -Demonstration  -Observation  -Question and answer | -Identifying the given animals.  -Naming  -Drawing | -Listening.  -Speaking  -Reading  -Writing | -Animal cut outs | Learning frame work 4 – 5 years |  |

**MIDDLE CLASS MATHEMATICS SCHEME OF WORK TERM III**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/AREA** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **T/L ACTIVITIES** | **T/L AIDS** | **SKILLS** | **REF** | **REM** |
| 1 | 1  &  2 | Developing and using mathematical concepts in my day to day life | Surveying knowing and distributing the attributes of shapes and colours | Developing and using mathematical concepts in my day to day life | **Read and names the shapes**  blue  blue  yellow  black    pink  Traingle, oval, square, cone | Within the lesson, learners should be able to;  -I can name the given shapes.  -I can read the given words.  -I can relate the given words to the corresponding shapes.  -tell the colour of the shapes | -Guided discovery  -Question and answer  -Look and say  -Pay way method | -Drawing  -Colouring  -Reading  -Writing  -Naming | -Crayons  -Water paint  -Shape  -Cut outs | -Reading  -Writing  -Drawing  -Colouring | Learning frame work |  |
|  | 1  &  2 | Developing and using mathematical concepts in my day to day life | Surveying knowing and distributing the attributes of shapes and colours | Developing and using mathematical concepts in my day to day life | rectangle  brown  green    red  Star, circle, rectangle, zigzag | -Guided discovery  -Question and answer  -Look and say  -Pay way method | -Drawing  -Colouring  -Reading  -Writing  -Naming | -Crayons  -Water paint  -Shape  -Cut outs | -Reading  -Writing  -Drawing  -Colouring | Learning frame work |  |
| 2 | 1  &  2 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can copy and recognize number order 0 - 20 | **Copy and learn**  0 1 2 3 4  \_\_ \_\_ \_\_ \_\_ \_\_  5 6 7 8 9  \_\_ \_\_ \_\_ \_\_ \_\_  10 11 12 13 14  \_\_ \_\_ \_\_ \_\_ \_\_  15 16 17 18 20  \_\_ \_\_ \_\_ \_\_ \_\_ | Within the lesson, learners will be able to;  -copy write and learn numbers 0-20  -Identify the given numbers and fill in the missing numbers  -write the nest number from 20 - 30 | -Guided discussion  -Look and say  -Pay way method | -Reciting  -Reading  -Copying numbers.  -Filling in | Number cut outs  -Counters | -Counting  -Reading  -Writing | Learning frame work |  |
| **Write missing numbers**  1 \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 20 |  | -Guided discussion  -Look and say  -Pay way method | -Reciting  -Reading  -Copying numbers.  -Filling in | Number cut outs  -Counters | -Counting  -Reading  -Writing | Learning frame work |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can count things and numbers 1 - 30 | **Copy and learn**  20 21 22 23 24 25 26  \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_  27 28 29 30  \_\_ \_\_ \_\_ \_\_ | Within the lesson, learners will be able to;  -copy write and learn numbers 0-20  -Identify the given numbers and fill in the missing numbers  -write the nest number from 20 - 30 | -Guided discussion  -Look and say  -Pay way method | -Reciting  -Reading  -Copying numbers.  -Filling in | Number cut outs  -Counters | -Counting  -Reading  -Writing | Learning frame work |  |
|  |  | Developing and using mathematical concepts in my day to day life | I can count things and numbers 1 - 30 | **Write the next number 20 -30**  20, \_\_\_\_\_\_ 26 \_\_\_\_\_\_  22 \_\_\_\_\_\_ 28 \_\_\_\_\_\_  24 \_\_\_\_\_\_ 30 \_\_\_\_\_\_ | -Guided discussion  -Look and say  -Pay way method | -Reciting  -Reading  -Copying numbers.  -Filling in | Number cut outs  -Counters | -Counting  -Reading  -Writing | Learning frame work |  |
| 3 | 1 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can count and draw up to ten. | **Draw on**  5  1  2  4  3  Up to 10 | Within the lesson, learners will be able to;  -draw objects for the given number.  -identify and tell the given numbers.  -count and write the correct number.  -identify the given pictures and make them 4 and 5 respectively. | -Question and answer  -Look and say  -Demonstration | -Reciting  -Counting  -Writing  -Drawing | -Picture cards  -Number cards | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | I can count and write | **Count and write**  = \_\_\_\_    = \_\_\_  = \_\_\_\_\_\_  = \_\_\_\_\_ | -Question and answer  -Look and say  -Demonstration | -Reciting  -Counting  -Writing  -Drawing | -Picture cards  -Number cards | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life |  | I can draw more objects | **Make them 4** | -Question and answer  -Look and say  -Demonstration | -Reciting  -Counting  -Writing  -Drawing | -Picture cards  -Number cards | -Critical thinking  -Recognition | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life |  | I can draw more objects | **Make them 5 up to 10**  **= \_\_\_\_\_**  **= \_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_** |  |  | -Reciting  -Counting  -Writing  -Drawing | -Picture cards  -Number cards | -Critical thinking  -Recognition | Learning frame work |  |
| 4 | 1 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can show one to one correspondence | **Read and write the number.**  zero \_\_\_\_\_\_\_\_\_\_\_\_\_\_  one \_\_\_\_\_\_\_\_\_\_\_\_\_\_  two \_\_\_\_\_\_\_\_\_\_\_\_\_\_  three \_\_\_\_\_\_\_\_\_\_\_\_\_\_  four \_\_\_\_\_\_\_\_\_\_\_\_\_\_  five \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Within the lesson, learners will be able to;  -read, spell and learn the given words.  -relate the words to their respective numbers correctly.  -read the words and match correctly.  -relate numbers to the words and their values. | Play way method.  -Guided discussion  -Play way  -Demonstration | Learners will recite and spell the words.  -form words  -relate numbers to words and their values. | -Flash cards  -Counters | -Recognition  -Critical thinking | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | I can show one to one correspondence | **Read and match to the corresponding number and draw.**  zero 5 \_\_\_\_\_\_\_\_\_  one 0 \_\_\_\_\_\_\_\_\_  two 4 \_\_\_\_\_\_\_\_\_  three 1 \_\_\_\_\_\_\_\_\_  four 2 \_\_\_\_\_\_\_\_\_  five 3 \_\_\_\_\_\_\_\_\_ | Play way method.  -Guided discussion  -Play way  -Demonstration | Learners will recite and spell the words.  -form words  -relate numbers to words and their values. | -Flash cards  -Counters | -Recognition  -Critical thinking | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life |  | I can show one to one correspondence | six 10 \_\_\_\_\_\_\_\_  seven 9 \_\_\_\_\_\_\_\_  eight 8 \_\_\_\_\_\_\_\_  nine 7 \_\_\_\_\_\_\_\_  ten 6 \_\_\_\_\_\_\_\_ | Play way method.  -Guided discussion  -Play way  -Demonstration | Learners will recite and spell the words.  -form words  -relate numbers to words and their values. | -Flash cards  -Counters | -Recognition  -Critical thinking | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life |  | I can show one to one correspondence | **Read and relate the words to the numbers and values.**  Six / / / / / / 6  Seven $$$ $$$$ 7  One \_\_\_\_\_\_\_\_\_  Three \_\_\_\_\_\_\_  eight \_\_\_\_ | Play way method.  -Guided discussion  -Play way  -Demonstration | -Flash cards  -Counters | -Recognition  -Critical thinking | Learning frame work |  |
| 5 | 1 | Developing and using mathematical concepts in my day to day life | Recognising, describing and using money | I can identify types of money and their features. | **Types of money**  1. Coin 50, 100, 200, 500, 1000  2. Notes (paper money)  1,000, 2,000, 5,000, 10,000 | Within the lesson, learners will be able to;  -identify and tell different types of money.  -identify and tell the denomination and its features.  -tell the colours of different denomination  -be able to tell the uses of money. | -Look and say  -Play way method  -Guided discussion | -Pairing different denomination  -Tracing coins | -Real money of different denominations | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | Recognising, describing and using money | I can identify types of money and their features. | **Features of money**  Denomination and their features  50 --------------- Kob  100 ------------- Cow  200 -------------- fish  500--------head of crested crane  1000 ------------ antelope  2000 ------------ fish  5000 ------------ nest | -Look and say  -Play way method  -Guided discussion | -Pairing different denomination  -Tracing coins | -Real money of different denominations | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and using money | I can identify types of money and their features. | **Denominations and their colours**.  1,000 --------------- brown  2,000 --------------- blue  5,000 --------------- green  10,000 -------------- purple | -Look and say  -Play way method  -Guided discussion | -Pairing different denomination  -Tracing coins | -Real money of different denominations | -Critical thinking  -Recognition | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and using money | I can identify types of money and their features. | **Uses of money.**  -shopping  -paying bills  -paying school fees. | -Look and say  -Play way method  -Guided discussion | -Pairing different denomination  -Tracing coins | -Real money of different denominations | -Critical thinking  -Recognition | Learning frame work |  |
| 6 | 1 | Developing and using mathematical concepts in my day to day life | Comparing things according to different attributes | I can compare big objects and small | **Comparing things according.**  Big small  Find the small number.  6, 3 or 11, 15  2, 4 16, 12  1, 5 13, 18  0, 7 14, 19  8, 3 13, 20 | Within the lesson, learners will be able to;  -identify between big and small-identify and tell the small and biog number | -Role play  -Questions and answer  -Look and say | -Learners will do the activities of circling and drawing. | -Shape cut outs  -water colour paint.  -Crayons | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | Comparing things according to different attributes | I can compare big objects and small | **Find the bigger no.**  20 -- 30 or 40 -- 50 | -Role play  -Questions and answer  -Look and say | -Learners will do the activities of circling and drawing. | -Shape cut outs  -water colour paint.  -Crayons | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life | Comparing things according to different attributes | I can compare big objects and small | **Colour the triangles red and the circles blue** | -Be able to colour as instructed  -Identify and tell the shapes given and the colours used. | -Role play  -Questions and answer  -Look and say | -Learners will do the activities of circling and drawing. | -Shape cut outs  -water colour paint.  -Crayons | -Critical thinking  -Recognition | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life | Comparing things according to different attributes | I can compare big objects and small | **Colour the stars yellow and the squares green** | -Be able to colour as instructed  -Identify and tell the shapes given and the colours used. | -Role play  -Questions and answer  -Look and say | -Learners will do the activities of circling and drawing. | -Shape cut outs  -water colour paint.  -Crayons | -Critical thinking  -Recognition | Learning frame work |  |
| 7 | 1 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can interpret information in pictorial form | **Pictorial addition**    **\_\_\_**apple \_\_\_ apple \_\_\_ in all  \_\_\_ triangle \_\_ triangle \_\_ in all  \_\_ sweet \_\_\_sweets \_\_ in all  \_\_\_\_ dolls \_\_\_ dolls \_\_\_ in all | Within the lesson, learners will be able to;  -identify the given pictures and read the words.  -count the pictures and write the words.  -count the pictures and write the correct sum.  -Identify and tell the given numbers, add as instructed and give the correct sum.  -colour 2 more and add them together. | -Demonstration  -Play way  -Look and say.  -Question and answer | -Draw the sum (pictures)  -Add the pictures and given the sum.  -Add the pictures together with the given numbers and give the sum. | -Real objects  -Pictures cards.  -Counters | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | I can interpret information in pictorial form | What happens when 1 more is added to a group.  4 + 1 = \_\_\_\_\_\_\_\_\_\_\_\_  1 + 1 = \_\_\_\_\_\_\_\_\_  2 + 1 = \_\_\_\_\_\_\_    5 + 1 = \_\_\_\_  Up to ten. | -Demonstration  -Play way  -Look and say.  -Question and answer | -Real objects  -Pictures cards.  -Counters | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day life | I can interpret information in pictorial form | Draw 2 more, colour them blue and write the sum.  3 + 2 = \_\_\_\_  4 + 2 = \_\_\_\_  1 + 2 = \_\_\_\_  2 + 2 = \_\_\_\_  5 + 2 = \_\_\_ | -Demonstration  -Play way  -Look and say.  -Question and answer | -Draw the sum (pictures)  -Add the pictures and given the sum.  -Add the pictures together with the given numbers and give the sum. | -Real objects  -Pictures cards.  -Counters | -Critical thinking  -Recognition | Learning frame work |  |
| 8 | 1 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | Shapes and colour patterns | y g y g  g y g y  y g y g  y – yellow  g - green | Within the lesson, learners will be able to;  -Identify and tell the given colour names.  -Colour properly as instructed.  -Read the words and be able t colour.  -Tell the given shapes and be able to identify the colours to use respectively. | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of drawing and colouring | -Crayons  -Water  -Paint  -Shape  -Cut outs | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | Shapes and colour patterns | p b p b  b p b p  p b p b  P – Pink b - blue | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of drawing and colouring | -Crayons  -Water  -Paint  -Shape  -Cut outs | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life | Shapes and colour patterns | **Colour the oval black and the rectangle white.** | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of drawing and colouring | -Crayons  -Water  -Paint  -Shape  -Cut outs | -Critical thinking  -Recognition | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life |  | Shapes and colour patterns | **Colour the triangle purple and the star orange.** | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of drawing and colouring | -Crayons  -Water  -Paint  -Shape  -Cut outs | -Critical thinking  -Recognition | Learning frame work |  |
| 9 | 1  &  2 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can interprete information in pictorial form | **Addition sentences.**  +  +  +  **C:\Users\user\Desktop\RAC\New folder (2)\PPPP\FISH 3.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\FISH 3.jpgHow many fish in all.**  +  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\FISH 3.jpg\_\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_fish  **How many cats in all**  \_\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_cats  +  **How many girls in all.**  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg\_\_\_\_\_ + \_\_\_\_ = \_\_\_\_ girls  **How many trees in all.**  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.pngC:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.png\_\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_trees  **How many sweets in all.**  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpgC:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Girl-6.jpg\_\_\_\_ + \_\_\_\_ = \_\_\_\_ sweets  Up to ten.  C:\Users\user\Documents\Luganda-BK1\tree -3.jpgC:\Users\user\Documents\Luganda-BK1\tree -3.jpgC:\Users\user\Documents\Luganda-BK1\tree -3.jpgC:\Users\user\Documents\Luganda-BK1\tree -3.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.pngC:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.png | Within the lesson, learners will be able to;  -identify and tell th given pictures.  -read the given sentences correctly.  -find out the pictures and add. | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of reading the addition sentences, counting and writing. | -Counters  -Picture cards | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3  &  4 | Developing and using mathematical concepts in my day to day life | I can interprete information in pictorial form | **Addition of numbers.**  1 + 2 =  2 + 1 =  2 + 2 =  3 + 2 =  3 + 3 =  6 + 2 =  Up to ten. | -identify and tell the given numbers after adding and give the correct sum | -Demonstration  -Look and say  -Play way method.  -Question and answer | Learners will do the activities of reading the addition sentences, counting and writing. | -Counters  -Picture cards | -Critical thinking  -Recognition | Learning frame work |  |
| 10 | 1 | Developing and using mathematical concepts in my day to day life | Recognizing, describing and representing numbers and their relationship and solving mathematical problems with competence and confidence | I can count and write numbers 0 - 50 | **Write numbers 0 – 20**  0 \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_  \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_  \_\_ \_\_ \_\_ 20. | Within the lesson, learners will be able to;  -Recite numbers 0 – 50.  -Identify and write numbers 0 – 20.  Fill in the missing numbers correctly 20 – 30.  -Copy the numbers 30 – 50. Correctly.  -Circle the big and small numbers resopectively. | -Look and say  -Play way method.  -Question and answer | -Learners will do the activities of counting, reciting and writing | -Number cut outs  -Charts | -Critical thinking  -Recognition | Learning frame work |  |
|  | 2 | Developing and using mathematical concepts in my day to day life | I can count and write numbers 0 - 50 | **Fill in the missing numbers.**  20 \_\_ \_\_ 23 \_\_ \_\_ \_\_ 27 \_\_ 29 \_\_ or copy 20 – 30. | -Look and say  -Play way method.  -Question and answer | -Learners will do the activities of counting, reciting and writing | -Number cut outs  -Charts | -Critical thinking  -Recognition | Learning frame work |  |
|  | 3 | Developing and using mathematical concepts in my day to day life | I can count and write numbers 0 - 50 | **Copy numbers 30 – 50.**  30 31 32 33 34  \_\_ \_\_ \_\_ \_\_ \_\_\_  35 36 37 38 39  \_\_ \_\_ \_\_ \_\_ \_\_\_  40 41 42 43 44  \_\_ \_\_ \_\_ \_\_ \_\_\_  45 46 47 48 49 50  \_\_ \_\_ \_\_ \_\_ \_\_\_ \_\_\_ | -Look and say  -Play way method.  -Question and answer | -Learners will do the activities of counting, reciting and writing | -Number cut outs  -Charts | -Critical thinking  -Recognition | Learning frame work |  |
|  | 4 | Developing and using mathematical concepts in my day to day life | I can count and write numbers 0 - 50 | **Circle the bigger/smaller numbers.**  30, 35 31, 36 40, 45  49, 48 32, 40 32, 40  46,50 43,41 39, 36  30, 48 | -Look and say  -Play way method.  -Question and answer | -Learners will do the activities of counting, reciting and writing | -Number cut outs  -Charts | -Critical thinking  -Recognition | Learning frame work |  |