



RAPHA EXAMINATIONS BOARD

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MIDDLE CLASS SCHEME OF WORK TERM 3- 2024 LA 1

TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM III

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

Wk	Day	Learning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 To 5	- Identifying, taking interest in and observing people around me.	- Taking care of myself for proper growth and development	- I can show acceptable behavior to people in my immediate environment e.g parents, guardians and care givers.	- Naming people we stay with in the environment. - Talking about how acceptable behaviours using appropriate language can be done to make - requests - extending sympathy - apologizing - responding to when called - inquiring about things - practicing good health habits	- discussion - demonstration - explanation - role playing - recitation	Naming people Naming good and bad behaviours Playing games Dramatizing Reciting Singing Picture talk Telling news	Pictures Film shows	- LFW Pg 14 Resourceful person	-

					<ul style="list-style-type: none"> - talking turns, obeying and following rules - asking for permission - telling the truth - playing games that show good behavior - 					
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Learning area 2: Interacting with exploring, knowing and using my environment

2	1 to 5	- Exploring and knowing my immediate environment	- Taking care of myself for proper growth and development	- I can care and value my environment	<ul style="list-style-type: none"> - The children name the daily practices they perform. - sweeping - mopping - dusting - cleaning the home and the school - Children practice sweeping the rooms and compound. - They practice dusting and arranging things properly - Draw and name the actions. 	<ul style="list-style-type: none"> - discussion - demonstration 	Sweeping Mopping Dusting Cleaning Drawing and naming	Brooms Water Basin Detergent Dustbins Papers Pencils	- LFW Pg 20	-
3	1 to 5	- Creating, appreciating, expressing myself	- Taking care of myself for proper growth and development	- I can draw, model and paste pictures.	- Drawing and painting freely according to what is given i.e.	<ul style="list-style-type: none"> - Demonstration - discussion - explanation 	Drawing and painting pictures	Papers Paint Clay Cereals Glue	- Pg 26	-

		through artwork			<ul style="list-style-type: none"> playing in the garden - my home - at the market - my school - my birthday - Modeling with clay - pasting pictures with seeds, banana fibres, papers, etc 		Modeling pictures with clay/dough Pasting pictures	Painting brushes Water Containers Banana fibres		
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Learning area 3.Taking care of myself for proper growth and development

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

6 And 7	1 To 5	- Comparing things according to different attributes	- Taking care of myself for proper growth and development	- I can show relations among things in a serial order.	<p>- Comparing and sorting pupils into two groups based on a particular criteria</p> <ul style="list-style-type: none"> - big - small - tall - short - hard - soft - Arranging several things in order a long dimension and describing relationship - The longest one - the tallest one - The fattest - The shortest - Arranging things into 3 groups dimensions and describing the relations. 	<p>- discussion</p> <p>- explanation</p> <p>- demonstration</p>	- sorting pupils according to height and weight. - Arranging things in order - arranging things into 3 groups dimensions and describing relations.	Real objects	LFW Pg 43	-
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					<ul style="list-style-type: none"> - big - bigger – biggest - long-longer – longest 					
8 and 9	1 To 5	<ul style="list-style-type: none"> - Using appropriate measuring units, instruments and formulas in a variety of contexts 	<ul style="list-style-type: none"> - Taking care of myself for proper growth and development 	<ul style="list-style-type: none"> - I can describe positions, distances, directions and respond to instructions and commands. - I can compare and order things. 	<ul style="list-style-type: none"> - responding to instructions and commands. - Describing positions using the vocabulary i.e near, far, in –out, up and down. - Playing games showing positions - reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near) - Working and comparing concrete materials using ;light, heavy, heavier (mass) - Empty , full, less, more (Capacity) - longer, shorter, wider, tall, short (length) 	<ul style="list-style-type: none"> - Demonstration - discussion - explanation 	<ul style="list-style-type: none"> - obeying commands - describing positions - playing games - reciting rhymes - measuring and comparing things 	Cards with commands Class/group situation Concrete materials	LFW Pg 46 and 53	-