



RAPHA EXAMINATIONS BOARD

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MIDDLE CLASS SCHEME OF WORK TERM 3- 2024

LA 1,2 etc

TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM III

LEARNING AREA 1,2.....: RELATING WITH OTHERS IN ACCEPTABLE WAY

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 To 5	- Identifying, taking interest in and observing people around me.	- Taking care of myself for proper growth and development	- I can show acceptable behavior to people in my immediate environment e.g parents, guardians and care givers.	- 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	-
					- talking turns, obeying and following rules - asking for permission - telling the truth - playing games that show good behavior -					

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	- 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.	- 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.	- 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> <ul style="list-style-type: none"> - explanation - demonstration 	<p>- sorting pupils according to height and weight.</p> <ul style="list-style-type: none"> - 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	-