**SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM I – 2017**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Having self concept confidence and self esteem | * Taking care of myself for proper growth and development | * I can tell my name and my age * I c an interact with others freely. | * Talking about the importance of a name. * Talking about birthdays * Thanking God for what parts of our body can do e.g through prayers, songs and rhymes. * telling news * playing with others * sharing with others * role playing * singing * reciting rhymes * conversations * riddles | * Discussion * Picture * Description * Explanation * Recitation * Imitation * Dramatization | * Naming * Matching * Drawing * Shading * Modeling * Pasting * Role play * Jig saws | * Picture compositions * Paper work * Flash cards * Glue * Dough/clay * Cereals * Coloured pencils * Art books * Food colour | LFW Pg 33-34 |  |
| 3  to  4 | 1  to  3 | * Identifying and naming different body parts and their uses. | * Taking care of myself for proper growth and development | * I can identify name activities that my different body parts can perform | * Talking about things that can be performed by different parts of the body. e.g walking * Thanking God for what our parts of the body can do e.g by singing, praying, praising. * Playing games of touching two body parts e.g hand to head. * Drawing and colouring * Sticking different parts to make a complete figure. * Modeling human figure * Singing | * Explanation * Discussion * Role playing * Recitation * demonstration | * Singing * Praying * Praising * Playing game * Touching * Drawing * Colouring * Sticking * Modeling | * Crayons * Coloured pencils * Glue | LFW Pg 32-34 |  |
| 4  to  5 | 1  to  3 | * Caring for my eyeys | * Taking care of myself for proper growth and development | * I can care for and protect my eyes | * Practicing washing my face and my eyes. * Look at each other’s eyes and describing what they see. * Looking at things with shades to protect the eyes from bright light. * Naming the different things that harm the eyes. eg sharp things, dust * Playing blind folding games * Thanking God for the gift of eyes e.g through songs, rhymes and prayers | * Discussions * Explanation * Demonstration * Role playing * Recitation * Dramatizing | * Naming * Washing * Playing * Thanking God | * Water * Basin * Soap * Crayon * Coloured chalk | LFW Pg 27-28 |  |
| **Learning area II: Interacting with exploring, knowing and using my environment** | | | | | | | | | | |
| 6  to  7 | 1  to  3 | * Knowing how to keep and take care of my environment. | * Taking care of myself for proper growth and development | * I can identify ways of my home environment | * Participating in cleaning homes and the learning centre e.g sweeping * Telling news and stories * Drawing and colouring pictures * Planting and caring for plants and flowers * Singing songs and reciting rhymes and poems related to cleanliness * Putting things in order e.g tidying shop area * Interpreting pictures and signs. | * Discussion * Picture description * Explanation * Recitation * Dramatization * Imitation | * Drawing * Colouring * Planting * Singing * Reciting * Tidying * Interpreting | * Drum * Pencils * Crayon * Coloured pencils | LFW Pg 22 |  |
| **Learning area II: Taking care of myself for proper growth and development** | | | | | | | | | | |
| 7  to  8 | 1  to  3 | * Identifying dangers in my environment and taking precaution | * Taking care of myself for proper growth and development | * I can protect others against dangerous things in the environment. | * Naming dangerous things e.g fire broken glasses, thorns and bones. * Protecting others from moving near dangerous things e.g fire * Telling others about dangerous things. * Singing and reciting rhymes of how to protect oneself from dangerous things in the environment. * Watching plays, films a bout protection | * Discussion * Explanation * Demonstration * Recitations * Singing * Story telling | * Modeling * Drawing * Naming * Cutting * pasting * Singing * Telling news | * Jigsaws * Scrap books * Charts * Paper work * Colours * Paint * Television | LFW Pg 23 |  |
| 9  to  10 | 1  to  3 | * Identifying people who protect and take care of me and how they do it | * Taking care of myself for proper growth and development | * I can describe how people protect and take care | * Drawing pictures of people who protect and care for me. * Telling news, listening to stories ad retelling stories. * Singing songs related to people who protect and take care of me e.g parents, nurses, care givers and what they do. * Role playing people help others * Imitating people protecting and taking care of me. | * Discussion * Explanation * Demonstration * Recitation * Singing * Story telling * Role playing * Initiating | * Modeling * Drawing * Naming * Cutting * Pasting * Story telling * Matching * Shading * Painting * Imitating | * Jigsaws * Scrap books * Charts | LFW Pg 14 |  |

**SIR APOLLO KAGGWA SCHOOLS**

**SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM II – 2016**

**Learning area : Relating with others in an acceptable way**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Identifying * taking interest and observing people around me. | * Taking care of myself for proper growth and development | * I can observe and talk about people at home and learning centre | * Imitating body movement of people e.g walking like an old person. * identifying body sizes of people e.g big, small, tall, short. * telling news about people, events at home and at the learning centre. * Practicing good health habits. * Obeying and following rules of the group of people we play with | * discussion * demonstration * explanation * role playing * recitation | * imitating * identifying * reciting * singing * playing games | * pictures * film shows | LFW Pg 12 |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning area 2: Interacting with exploring knowing and using my environment** | | | | | | | | | | |
| 3  to  4 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals, plants and other things at the learning centre. | * naming people, animals and plants in the learning centre. * classifying animals according to types e.g wild and domestic animals and birds. * sorting between living and non-living things. e. trees, flowers, grass, food crops, medicinal plants and fruits. * classifying animals according to types e.g talking about their uses to us. * talking about each of the identified items needed for growth. | * discussion * demonstration * explanation * role playing | * naming people, animals, plants and birds * sorting | * flash cards * plants * charts | lfw pg 19 |  |
| 5  to  6 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals and other things at the learning centre | * painting, making mosaic, drawing, cutting and pasting pictures of animals, plants, insects and birds. * talking about each of the identified items needed for growth. * tearing * playing games like jig-saws, lotto, domino about animals * discovering animal homes e.g under stones, on trees and walls | * discussion * demonstration * explanation * role playing | * naming plants * playing * pasting * tearing * transplanting | * cut outs * glue * scissors | lfw pg 19 |  |
| 7  to  8 | 1  to  3 | * knowing and appreciating important places in my environment | * taking care of myself for proper growth and development | * i can report about important places in the environment | * visiting these places in the environment * drawing, tracing, completing and colouring the picture. * singing religious and cultural songs * telling stories about the things and places. * asking questions dealing with what, why, how and when about places visited. * role playing doctor, nurse, shopkeeper, priest, teacher, local leaders. | * discussion * demonstration * explanation * role playing * discovery | * visiting places * drawing * tracing * completing | * glue * crayons * chart | lfw pg 20 |  |
| 9  to  10 | 1  to  3 | * experimenting and understanding the concept of movement in the environment | * taking care of myself for proper growth and development | * i can recite the use of wheels to movement | * observing and naming * comparing sizes, colour number and kinds of wheels * talking about their colouring, painting , making collage to make wheels. * making, cutting, s ticking and printing wheels. * construction using wheels, round objects * playing games involving movement * reciting rhymes and singing songs | * discussion * demonstration * explanation | * colouring * painting * cutting * sticking * printing * reciting rhymes * singing songs | * crayons * paint * cutters * scissors | lfw pg 25 |  |

**SIR APOLLO KAGGWA SCHOOLS**

**SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM III – 2016**

**Learning area : Relating with others in an acceptable way**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Identifying * taking interest and observing people around me. | * Taking care of myself for proper growth and development | * I can tell the roles of the people at home and at the learning centre | * Telling news about my friends at home and at the learning c entre. * Talking about roles of people at home and at the learning centre * Role playing different people and their activities at home and learning centre e.g cooking. | * Role playing * recitation * demonstration * discussion | * telling news * role playing | * pictures * flash cards | LFW Pg 13 |  |
| **Learning area: Interacting with exploring, knowing and using my environment** | | | | | | | | | | |
| 3  to  4 | 1  to  3 | * Identifying dangers in my environment and taking precaution | * Taking care of myself for proper growth and development | * I can protect others against dangerous things in the environment. | * Protecting others (young ones) from moving near dangerous things e.g fire. * Telling others about dangerous things. * Role playing situations related to dangerous things. * Singing and reciting rhymes of how to protect oneself from dangerous things in the environment * Watching plays, films about protection. * telling news and stories. | * demonstration * Illustration * recitation * Imitation | * Role playing * recitation * singing listening * speaking | * Television * chart * fire |  |  |
| **Learning area: Taking care of myself for proper growth and development** | | | | | | | | | | |
| 5  to  6 | 1  to  3 | * Identifying and naming different body parts and their uses | * Taking care of myself for proper growth and development | * I can confidently name activities that my different body parts can perform. | * Talking a bout thing that can be performed by different body parts e.g walking, sitting, writing, seeing, eating, carrying * Thanking God for what our parts of the body can do e.g praying, praising, singing | * Demonstration * Recitation * explanation | * writing * seeing * eating * praising * walking * recitation * singing listening * speaking | * Chart | * LFW Pg 32 |  |
| 7  to  8 | 1  to  3 | * Keeping healthy and practicing good health habits | * Taking care of myself for proper growth and development | * I can identify food that is good for my health. | * Eating good food. * identifying different food * Colouring, shading and naming different food stuffs. * helping in preparing food * identifying sources of food e.g garden, markets, shops. * Listening and telling stories about good food. * Reciting rhymes related to good food. * looking at talking about food pictures and real food. | * Demonstration * Recitation * explanation | * Colouring * eating * identifying * listening * reciting | * real food * coloured pencils | * LFW Pg 36 |  |
| 9  to  10 | 1  to  3 | * Having s elf concept and confidence and self esteem | * Taking care of myself for proper growth and development | * I can interact with others freely. | * Telling news * playing with others * Sharing with others * Role playing * Singing * reciting rhymes * conversations * riddles | * recitation * demonstration | * telling news * sharing * role playing * singing * reacting | * radio | * LFW Pg 33 |  |