

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

WK	PD	THE ME	SUB-THEME	COMPETENCES	CONTENT	MTDS	IMS	LIFE SKILLS/ VALUES	ACT	REF	REM
1	1	OUR SCHOOL	People in our school/ titles and names	<p>A learner:</p> <ul style="list-style-type: none"> - Defines the word school. - Mentions the name of our school. - Mentions titles of people at school. - Spells, reads and pronounces the words correctly. - <i>Draws a school</i> 	<p>A SCHOOL</p> <p><i>What is a school?</i> A school is a place where people go to learn. The name of my school is <u>Cornerstone Junior school.</u></p> <p><i>Location of our school</i></p> <ul style="list-style-type: none"> - <i>Kitete village</i> - <i>Mukono district</i> - <i>Kayunga road</i> <p><i>Neighbouring Schools (oral)</i></p> <ul style="list-style-type: none"> - Top care primary school - Global Junior school <p><i>Titles of people in our school</i></p> <p>Man – Sir, Mr.</p> <p>Woman – Miss, Mrs, Madam.</p> <p><i>A picture of our school</i> <i>(Diagram of a school)</i> <i>Importance of a school</i></p>	<ul style="list-style-type: none"> - Observations - Brain stormiest - Guided discovery 	<ul style="list-style-type: none"> - A chart - Showing a picture of a school 	<ul style="list-style-type: none"> - Appreciation - Creative thinking - Love 	<ul style="list-style-type: none"> - Spelling - Writing 	<ul style="list-style-type: none"> - Thematic Lit book for P.1 page 1 	

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	2		People found at school	<p>A learner</p> <ul style="list-style-type: none">- Reads, spells and pronounces words correctly.- Identifies people found at school.- Draws and names people at school	<p>People found at school</p> <p>Director, Head teacher, teachers, deputy, cleaners, bursar, security, librarian, askari, gateman, school nurse, matron, cooks</p>	<ul style="list-style-type: none">- Guided discovery- Observation- Guided discussion	-	<ul style="list-style-type: none">- Love- Respect- Effective communication	-	-	
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	4	OUR SCHOOL	<p>People in our school/ titles and names</p> <p>A learner:</p> <ul style="list-style-type: none"> - Writes names of people in our school and their titles. - Reads, spells, pronounces words correctly. 	<p><u>Specific names of people in our school (and their titles)</u></p> <p>Doctor Faith Muyonga – Director</p> <p>Madam Immaculate – Head teacher</p> <p>Mr. Lubwama – Deputy</p> <p>Mr. Magumba – Director of Studies</p> <p>Miss Jane – Secretary</p> <p>Miss Udaya– Secretary</p> <p>Mr. Lwanga – Bursar</p> <p>Mr. Lukyamuzi – Driver</p> <p>N.B: Some names of P.1 teachers.</p>	<ul style="list-style-type: none"> - Observation - Guided discovery - Brain storming 	-	<ul style="list-style-type: none"> - Love - Respect - Identify - Friendly 	<ul style="list-style-type: none"> - Spelling, reading and writing 	<ul style="list-style-type: none"> - NPSC P.1 page 	
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	3	OUR SCHOOL	<p>People in our school/ titles and names</p> <p>A learner:</p> <ul style="list-style-type: none"> - Identifies people in our school and their roles. - Matches people to their roles. - Draws some people at school doing their work. - States the importance of coming to school. - Reads, spells, pronounces words correctly. 	<p><u>People found in our school and their roles</u></p> <ul style="list-style-type: none"> - Head teacher – Heads a school. - Teachers – teach pupils - Cooks – cook food - Cleaners clean the school - Bursar – collects school fees. - Drivers – drive the school van. - Nurse – treats pupils at school. - Director – Supervises all workers. - Librarian – looks after school books in the Library. - Watchmen/ Askari – guards our school. - Matrons – take care of children in the dormitories. 	<ul style="list-style-type: none"> - Observation - Guided discovery - Brain storming 	-	<ul style="list-style-type: none"> - Co-operation - Love - Respect - Identify 	<ul style="list-style-type: none"> - Spelling, reading and writing 	<ul style="list-style-type: none"> - NPSC P.1 - RS Thematic Literacy book 1 page 3 	
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					<ul style="list-style-type: none"> - RS thematic Literacy book 1 pages 12 and 13 	
			<ul style="list-style-type: none"> - Spelling - Reading - Writing 		<ul style="list-style-type: none"> - Reading - Spelling - Writing 	
			<ul style="list-style-type: none"> - Friendship formation - Copying with stress. - Self-awareness 		<ul style="list-style-type: none"> - Awareness - Responsibility - Carefulness. 	
			-		- Real objects	
			<ul style="list-style-type: none"> - Brain storming - Guided discovery 		<ul style="list-style-type: none"> - Brain storming - Guided discovery 	
			<p><u>Activities done at school</u></p> <ul style="list-style-type: none"> - Reading books - Drawing pictures - Writing - Dancing - Singing - Praying - Playing - Sweeping - Modelling - Picking rubbish - Washing - Swimming - Teaching - Learning <p>N.B: We come to school to learn.</p>		<p><u>Buildings at school (Out of class)</u></p> <ul style="list-style-type: none"> - Classrooms - Offices - Library - Toilets or latrines - Dormitories - Sick Bays - School canteen - Store - Kitchen 	
		Activities done at school	<p>A learner:</p> <ul style="list-style-type: none"> - States the importance of coming to school. - Mentions the activities done at school. - Reads, spells and pronounces words correctly. - <i>Draws activities done at school</i> 	Things in our school	<ul style="list-style-type: none"> - Gives examples of buildings in our school. - Draws some buildings in the school. - Spells and pronounces word correctly. - <i>Identifies buildings around the school</i> 	
OUR SCHOOL						
1						
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	4	OUR SCHOOL	Things in our School	<p>A learner:</p> <ul style="list-style-type: none"> - Mentions work places of people at school. - States people found in class. - Reads, spells, pronounces words correctly. - Draws some people at school and their work places. 	<p><u><i>Work places of people at school</i></u></p> <p>Head teacher – Office</p> <p>Bursar – Office</p> <p>Secretary – Office</p> <p>Teacher – class room</p> <p>Cook – Kitchen</p> <p>Watchman – gate</p> <p>Matron – dormitory</p> <p>Librarian - Library</p> <p>Director – Office</p> <p><u><i>People found in class</i></u></p> <ul style="list-style-type: none"> - Teachers - Pupils 	<ul style="list-style-type: none"> - Guided discovery - Brian storming - Observation 	-	<ul style="list-style-type: none"> - Awareness - Effective communication - Co-operation 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	- NPSC	
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				<ul style="list-style-type: none"> - NPSC 	
			<ul style="list-style-type: none"> - Reading - Spelling - Writing 		
			<ul style="list-style-type: none"> - Awareness - Care - Responsibility - Sharing 		
			<ul style="list-style-type: none"> - Real objects 		
			<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 		
			<p><u><i>Names of teachers in our class</i></u></p> <ul style="list-style-type: none"> - Tr. Deborah (class teacher) - Tr. Hellen (Assistant class teacher) <p><u><i>School needs</i></u></p> <p>These are things we use at school.</p> <p><u><i>Examples</i></u></p> <ul style="list-style-type: none"> - Books, rulers, paper - Tables, water, beds - Chair, food, chalk - Benches, rubbers, markers - Pencils, classrooms, pens, manilas etc. 		
			<p><u><i>School rules (oral)</i></u></p> <ul style="list-style-type: none"> - Respect your teachers - Fighting is not allowed - Late coming is not allowed - Vernacular speaking is not allowed. - Keep the compound clean. <p><u><i>Things used to keep the school clean</i></u></p> <ul style="list-style-type: none"> - Brooms - Rake - Brushes - Water - Class rules eg. Hand in your book for marking always 		
			<ul style="list-style-type: none"> - Guided discovery - Brain storming 		
			<ul style="list-style-type: none"> - Real Objects 		
			<ul style="list-style-type: none"> - Discussion making - Co-operation - Patience - Responsibility 		
			<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 		
			<ul style="list-style-type: none"> - NPSC 		
			<p>Things in our School</p>		
		OUR SCHOOL			
5			<ul style="list-style-type: none"> - Mentions names of teachers in class. - Names the school needs. - Spells, reads and pronounces words correctly. - <i>Draws things in our class</i> 		
			<p>Things in our School</p>		
		OUR SCHOOL			
3	1		<p>A learner:</p> <ul style="list-style-type: none"> - Reads the school rules. - Abides with the school rules and regulation. - Mentions the things used to keep the school clean. - Spells and pronounces words correctly. 		

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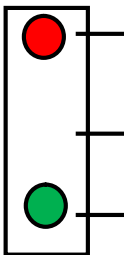
	2	OUR SCHOOL	Things in our School	<ul style="list-style-type: none"> - Identifies the school symbols. - Reads, spells and Pronounces words correctly. - Draws the school symbols. - <i>Learns the school symbols</i> 	<p><u><i>School symbols</i></u></p> <p>These are things which make our school different from others.</p> <p><u><i>Examples:</i></u></p> <ul style="list-style-type: none"> - School Uniform (colours) - School badge - School flag - School motto - School anthem - Sign post - School name - School mission <p><u><i>Our School motto is;</i></u></p> <p>“Discover the Hidden Treasure”</p>	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - Real Objects 	<ul style="list-style-type: none"> - Awareness - Appreciation 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

	3	OUR SCHOOL	Things in our School	<ul style="list-style-type: none"> - Mentions means they use when coming to school. - States the things we see on the way to school. - Draws means they use when coming to school. - <i>Reads spells and pronounces the words corrections</i> 	<p><u>Means we use when coming to school</u></p> <ul style="list-style-type: none"> - By van - By Motorcycle - By bicycle - By car - By taxis - On foot <p><u>Things we see on our way to school</u></p> <ul style="list-style-type: none"> - Cars - People - Birds - Animals - Trees/plants - Buildings 	<ul style="list-style-type: none"> - Observation - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - A chart showing different means of transport. 	<ul style="list-style-type: none"> - Critical thinking - Carefulness 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

		- NPSC	- Reading - Spelling - Writing	- Awareness - Carefulness	- A chart	- Demonstration - Guided discovery	<p><u>Dangers on the way to school</u></p> <p>Dangers are problems we find on the way to school.</p> <p><i>Examples are;</i></p> <ul style="list-style-type: none"> - Snake bite - Kid napping - Car knock - Falling down - Stepping on sharp Objects - Motorcycle accident <p><u>Causes of dangers on the way to school</u></p> <ul style="list-style-type: none"> - Playing on the road. - Over speeding of cars. - Over loading of vehicles. - Walking in bushy areas. 	A learner:	Dangers on the way to School.	OUR SCHOOL	4
		- NPSC	- Reading - Spelling - Writing - Drawing	- Awareness - Carefulness	- A chart	- Guided discovery - Observation - Brain storming	<p><u>Road Signs</u></p> <p>These are symbols which guide road users.</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> - Zebra crossing - School ahead - Stop - Round about - Parking - No parking - Danger a head - Humps a head - Railway crossing 	Road Signs	Road Signs	OUR SCHOOL	5

5	1	OUR SCHOOL	Road Signs	<p>A learner:</p> <ul style="list-style-type: none"> - Draws the traffic lights. - Identifies the traffic lights. - Tells the meaning of each colour. - Reads, spells and pronounces words correctly. 	<p><u>Traffic Lights</u></p> <p>Traffic lights are signs which guide road users on how to control their movements on the road depending on the colour shown.</p> <p>There are three colours of the traffic lights.</p> <div data-bbox="823 592 1083 844">  <div> <p>Red</p> <p>Orange</p> <p>Green</p> </div> </div> <p>Red means <u>stop</u></p> <p>Orange means get <u>ready</u></p> <p>Green means <u>go</u></p>	<ul style="list-style-type: none"> - Guided discovery - Demonstration - Observation 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Carefulness - Awareness 	<ul style="list-style-type: none"> - Pupils and their teacher demonstrate on how traffic lights operate 	<ul style="list-style-type: none"> - NPSC 	
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		<ul style="list-style-type: none"> - NPSC and Teachers' collection 	
		<ul style="list-style-type: none"> - Pupils will draw a home - Reading - Writing - Spelling 	<ul style="list-style-type: none"> - Reading - Spelling - Drawing and Writing
		<ul style="list-style-type: none"> - Critical thinking - Self-awareness - Togetherness 	<ul style="list-style-type: none"> - Responsibility - Sharing - Awareness
		<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - A chart and real Objects (for basic needs)
		<ul style="list-style-type: none"> - Guided discovery - Observation - Brain storming 	<ul style="list-style-type: none"> - Guided discovery
2	OUR HOME	<p>Things in our home</p> <ul style="list-style-type: none"> - Defines a home - Identifies things that make up a home. - Reads, spells and pronounces words correctly. - Draws a picture of a home. <p><u>A home</u></p> <p>A home is a place where people live or stay.</p> <p><u>A picture of a home</u></p>  <p><u>Things that make up a home</u></p> <ul style="list-style-type: none"> - A house - Kitchen - Latrine/toilet - Rack - Dust bin - Compound 	<p>People in our home</p> <p>A learner:</p> <ul style="list-style-type: none"> - Identifies basic needs of a family. - Reads, spells and pronounces words correctly. - Draws the basic needs at home. <p><u>Basic needs at home</u></p> <p>These are things that man cannot live without.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> - Food - Water - Shelter - Clothes - Medical care
3	OUR HOME		

				<ul style="list-style-type: none"> - NPSC - RS thematic Literacy Page 17 	
			<ul style="list-style-type: none"> - Reading - Spelling - Drawing and Writing 		
			<ul style="list-style-type: none"> - Self-esteem - Love - Unity - Respect 		
			<ul style="list-style-type: none"> - A chart showing member of a nuclear family 		
			<ul style="list-style-type: none"> - Guided discovery - Brain storming 		
			<p><u>A family</u></p> <p>A family is a group of people related by blood or marriage.</p> <p>There are two types of families.</p> <ul style="list-style-type: none"> - Nuclear family - Extended family - Single parent family <p><u>people who begin a family</u> (husband & wife)</p> <p><u>Nuclear family</u></p> <p>This is a family where we find father, mother and their own children.</p> <p><u>Examples of people in a nuclear family</u></p> <ul style="list-style-type: none"> - Father - Mother - Sister - Brother <p style="text-align: right;">Baby</p>		
			<p>People in our home</p>		
			<p>OUR HOME</p>		
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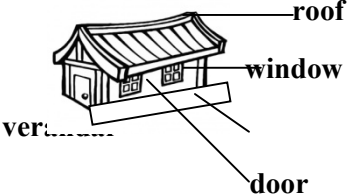
5	1	OUR HOME	Roles and Responsibilities of different family members.	<p>A learner:</p> <ul style="list-style-type: none"> - States the roles of people at home. - Reads, spells and pronounces words correctly. - Draws people doing different roles 	<p><u>Roles of a father at home</u></p> <ul style="list-style-type: none"> - Father pays school fees - Father buys food - Father heads a family (major role) <p><u>Roles of a mother at home</u></p> <ul style="list-style-type: none"> - Mother cooks food - Mother washes clothes - Mother looks after children - Mother cleans the home <p><u>Roles of children in a home</u></p> <ul style="list-style-type: none"> - Children fetch water - Children sweep the house - Children wash utensils - Children mop the house 	<ul style="list-style-type: none"> - Brian storming - Guided discovery 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Responsibility - Co-operation - Problem solving - Unity 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC - RS thematic lit book 1 page 18 	
	2	OUR HOME	Roles and Responsibilities of different family members.	<p>A learner:</p> <ul style="list-style-type: none"> - States the activities done at home. - Reads, spells and pronounces words correctly. - Draws people at home doing work. 	<p><u>Activities done at home</u></p> <ul style="list-style-type: none"> - Cooking food - Washing clothes - Milking cows - Digging - Sweeping the compound - Mopping the house - Sweeping the house - Ironing clothes - Digging etc 	<ul style="list-style-type: none"> - Brain storming - Demonstration - Guided discovery 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Responsibility - Co-operation - Problem solving - Unity 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC - RS thematic lit book 1 page 18 	

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		- NPSC - RS thematic Lit book	- Reading - Spelling - Writing - Drawing	- Care - Responsibility	- Real object of things found in our home - A chart	- Guided discovery - Group discussion - Brain storming	<u>Things found in our home</u> - Chairs, mats, toilets - Cups, baskets, plate stands (racks) - Knife, radios, mortar spoons - Cupboards, stool, tables, beds, saucepans - Television, houses, jerry cans.	A learner: - Mentions things found at home. - Fills in the missing letters of things found at home. - Reads, spells and Pronounces words correctly.	Things found in our home	OUR HOME	3
		- NPSC	- Reading - Spelling - Writing - Matching	- Awareness - Responsibility	- Real object - A chart	- Guided discovery - Group discussion - Brain storming	<u>Uses of things at home</u> Mat- for sitting on Knife – for peeling/ cutting Plate – for eating on Radio – for communication Chair – for sitting on Pot – for keeping drinking water Television for entertainment Saucepan – for cooking Jerry can – for carrying water	A learner: - Identifies uses of different things in our home. - Matches things to their uses.	Things found in our home	OUR HOME	4

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

[illegible]

6	1	OUR HOME	Things found in our home.	<p>A learner:</p> <ul style="list-style-type: none"> - Defines a house. - Draws a house, names its parts. - States the uses of different parts of a house. - Reads and interprets the statements 	<p><u>A house</u></p> <p>A house is a building where people live and keep their property.</p> <p><u>Parts of a house(Diagram)</u></p>  <p><u>Things which a good house must have;(qualities of a good house)</u></p> <p>Doors, ventilators, shade</p> <p>Windows, verandah, roof</p> <p><u>Uses of parts of a house</u></p> <ul style="list-style-type: none"> - Ventilators – remove bad air from the house - Roof – protects our house from rain and sunshine - Windows – allow light in the room - Door – to get in and out. - Verandah – For sitting on. 	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - Real Objects and a chart.(showing parts of a house) 	<ul style="list-style-type: none"> - Awareness - Carefulness - Responsibility 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - RS thematic Literacy text book 1 page 20 and 21 	
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	2	OUR HOME	Things found in our home.	<p>A learner:</p> <ul style="list-style-type: none"> - Mentions the two types of houses. - Defines permanent houses and gives examples. - States and identifies material used to build permanent houses. - Reads, spells and pronounces words correctly. - <i>Draws examples of permanent houses and their materials used.</i> 	<p><u>Types of houses</u></p> <p>There are two types of houses;</p> <ol style="list-style-type: none"> Permanent houses Temporary houses <p><u>Permanent houses</u></p> <p>These are houses built using strong materials and last for a long period of time.</p> <p><u>Examples of permanent houses</u></p> <ul style="list-style-type: none"> - Flat - Bungalow <p><u>Materials used to build permanent houses</u></p> <ul style="list-style-type: none"> - Tiles, timber, cement - Water, Bricks, Iron bars - Wooden poles, sand, Iron sheets - Nails and stones. 	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - Real Objects - A chart showing permanent house - Materials used to build permanent houses (real object) . 	<ul style="list-style-type: none"> - Awareness 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - RS thematic Literacy book 1 page 20 and 31. 	
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	<ul style="list-style-type: none"> - RS thematic Literacy book 1 page 30 and 31
	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Drawing
	<ul style="list-style-type: none"> - Awareness - Problem solving
	<ul style="list-style-type: none"> - A chart showing temporary houses and real objects of materia;s used.
	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation
	<p><u>Temporary houses</u></p> <p>These are houses which are not strongly built.</p> <p><u>Examples of Temporary houses</u></p> <ul style="list-style-type: none"> - Hut - Kiosk - Tent - Unipot <p>(Followed by Pictures)</p> <p><u>Materials used to build temporary houses</u></p> <ul style="list-style-type: none"> - Grass - Mud - Wooden poles - Reeds - Banana fibres - Clay - Cow dung - Sticks
3	<p>Things found in our home.</p> <ul style="list-style-type: none"> - Defines temporary houses and gives examples. - Draws temporary houses. - States and identifies materials used to build temporary houses. - Reads, spells and pronounces words correctly. <p>OUR HOME</p>

	<ul style="list-style-type: none"> - RS thematic Literacy book 1 page 30 and 31
	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Drawing
	<ul style="list-style-type: none"> - Awareness - Problem solving
	<ul style="list-style-type: none"> - A chart showing materials and their sources(some)
	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation
	<p><u>Sources of building materials</u></p> <ul style="list-style-type: none"> - Cement – factory - Bricks – soil - Nails – factory - Iron sheet – factory - Mud – Soil - Sand – Swamp - Timber – forest - Banana fibres – Garden/ banana plant - Reeds – bush - Grass – bush <p><u>Importance of Houses</u></p> <ul style="list-style-type: none"> - Houses protect people from wild animals. - Houses protect people from bad people. - Houses keep our property - Houses protect us from bad weather - People need houses to sleep in.
Things found in our home.	<ul style="list-style-type: none"> - States sources of building materials. - States the importance of houses. - Reads, spells and pronounce words correctly. - Matches materials and their sources.
OUR HOME	
4	

	<ul style="list-style-type: none"> - NPSC - RS thematic LIT book 1 page 25 and 26 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - Awareness - Carefulness - Responsibility - Logical thinking 	<ul style="list-style-type: none"> - A chart showing things found in different rooms of houses 	<ul style="list-style-type: none"> - Guided discovery 	<p><u>Rooms found in the house</u></p> <ul style="list-style-type: none"> - The sitting room - The dining room - The bed room - The Kitchen room - Study room - Bathroom - Garage <p>a. <u>A Kitchen</u> This is a place where food is prepared.</p> <p><i>Things found in the Kitchen</i></p> <ul style="list-style-type: none"> - Saucepans - Kettle - Knife - Basket etc <p>b. <u>A bed room</u> A bedroom is where people sleep.</p> <p><i>Things found in the Bed room</i></p> <ul style="list-style-type: none"> - Bed - Blanket - Bed sheets - Mattress etc <p>c. <u>A dining room</u> This is a room where meals are served.</p> <p><i>Things found in the dining room</i></p> <ul style="list-style-type: none"> - Tables - Cups - Plates - Spoons etc <p>d. <u>Sitting Room</u> This is a room where we sit.</p> <p><i>Things found in the sitting room</i></p> <ul style="list-style-type: none"> - Chairs - Tables - Televisions - Carpet etc. 	<ul style="list-style-type: none"> - Mentions the rooms found in our houses and things found in each room. - Reads, spells and pronounces words correctly. - States the importance of different rooms found in the house <p>Things found in our home.</p>	OUR HOME	5	PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

7	1	OUR HMOE	Things found in our homes	<ul style="list-style-type: none"> - A learner: - States ways of caring for our homes. - Reads, spells and pronounces words correctly. - Draws people clearing homes. 	<p><u>Ways of caring for our homes</u></p> <ul style="list-style-type: none"> - Slashing the compound. - Mopping the floor - Washing utensils - Sweeping the compound - Removing cob webs. - Picking rubbish - Covering pit latrines and toilets. 	<ul style="list-style-type: none"> - Guided discovery. - Brain storming 		<ul style="list-style-type: none"> - Responsibility - Care - Concern - Love 	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Drawing 	<ul style="list-style-type: none"> - RS thematic Lit book 1 page 27 	
	2	OUR HMOE	Animal in our Home	<ul style="list-style-type: none"> - Defines domestic animals. - States examples of domestic animals - Reads, spells and pronounces words correctly. - Draws and names domestic animals 	<p><u>Animals kept at home\</u></p> <p>Animals kept at home are called <u>domestic animals</u>.</p> <p><u>Examples:</u></p> <p>Goats, sheep, pigs, cats, cows, camels, horses, rabbits, dogs, and donkeys.</p> <p><u>Examples of pet animals</u></p> <p>Dogs – Guard our homes</p> <p>Horses and camels – provide transport</p> <p>We sell and get money from them.</p> <p>We get meat from them.</p> <p>Cats – chase away rats</p>	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - A chart showing domestic animals 	<ul style="list-style-type: none"> - Responsibility - Care - Love - Concern 	<ul style="list-style-type: none"> - Reading, Spelling, writing and drawing 	<ul style="list-style-type: none"> - RS thematic Lit 1 text book page 34 and 35 	

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

			<ul style="list-style-type: none"> - NPSC - Reading - Spelling - Writing - Drawing 	
			<ul style="list-style-type: none"> - Responsibility - Care - Love - Concern - A chart 	
			<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	
3	OUR HMOE	Animal in our Home	<ul style="list-style-type: none"> - States things we get from animals. - Reads, spells and pronounces words correctly. - Matches animals and their products correctly. - States ways of caring for domestic animals. - <i>Draws same things we get from animals</i> <p><u><i>Things we get from animals</i></u></p> <p>Cows – Milk, beef, skins and horns</p> <p>Goat – milk, goats meat, and skins</p> <p>Rabbit – skins and veal</p> <p>Pig – pork</p> <p>sheep – mutton, wool</p> <p><u><i>Ways of caring for domestic Animals</i></u></p> <ul style="list-style-type: none"> - Giving them food every day. - Giving them water for drinking - Treating sick animals - Cleaning their houses every day. 	
4	OUR HMOE	Birds in our homes	<p>A learner:</p> <ul style="list-style-type: none"> - Defines domestic birds. - Gives examples of domestic birds. - Reads, spells and pronounces words correctly. - Draws and names domestic birds. <p><u><i>Birds in our homes(Domestic birds)</i></u></p> <p>These are birds kept at home.</p> <p><u><i>Examples:</i></u></p> <p>Hen, pigeon, duck, turkey, and cock.</p> <p><i>Things we get from birds:</i></p> <p>Chicken – eggs</p> <p>Turkey - feathers</p>	<ul style="list-style-type: none"> - NPSC - Reading - Spelling - Writing - Drawing - Responsibility - Care - Love - Concern - A chart - Guided discovery - Brain storming

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

	5	OUR HMOE	Plants we grow at home	<ul style="list-style-type: none"> - Identifies some plants grown at home. - Reads, spells and pronounces words correctly. - Draws some plants grown at home. 	<p><u>Plants we grow at home</u></p> <ul style="list-style-type: none"> - Maize plant - Bean plant - Guava plant - Cassava plant - Banana plant - Pineapple plant - Mango plant - Pawpaw plant - Flowers - Sugar cane plant - Avocado plant <p><u>Importance of plants</u></p> <ul style="list-style-type: none"> - We get food - We get local medicine - We get shade - We get flowers - We sell them and get money 	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - Real Objects 	<ul style="list-style-type: none"> - Responsibility - Care - Love - Concern 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

8	1	OUR HOME	Garden tools	<ul style="list-style-type: none"> - States examples of garden tools - Reads, spells and pronounces words correctly. - Draws and names the garden tools. - Matches garden tools and their uses. 	<p><u>Garden tools</u></p> <p>These are tools we use in the garden.</p> <p><u>Examples</u></p> <p>Hoe, wheel barrow, spade, knife, panga, slasher, basket, axe, rake, and watering can.</p> <p><u>Garden tools and their uses</u></p> <p>Hoe – digging</p> <p>Axe – chopping/ cutting</p> <p>Basket – carrying things</p> <p>Watering can – watering plants</p> <p>Rake – collecting rubbish</p> <p>Knife – for cutting</p> <p>Wheel barrow – for carrying food</p> <p>Panga – Cutting trees</p>	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - Real Objects - A chart 	<ul style="list-style-type: none"> - Carefulness - Responsibility - Concern 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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	<ul style="list-style-type: none"> - RS thematic Lit book 1 page 37.
	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Drawing
	<ul style="list-style-type: none"> - Awareness - Friendship formation - Concern
	<ul style="list-style-type: none"> - A chart
	<ul style="list-style-type: none"> - Guided discovery - Brain Storming
2	<p style="text-align: center;"><u>Community</u></p> <ul style="list-style-type: none"> - Defines community <p>A community is a group of people living or working together .</p> <p style="text-align: center;"><u>Examples of communities</u></p> <p>Home, Church, Mosque, banks, market and Salon etc.</p> <p style="text-align: center;"><u>People in our community</u></p> <p>Doctor, Drivers, Carpenters, Police Officers, Farmers, Nurses, LCs, Builders, Cobblers, Barber, Teachers, Shop keepers, and Religious Leaders.</p>
	<p style="text-align: center;">People in Our Community</p>
	<p style="text-align: center;">OUR COMMUNITY</p>

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

				<ul style="list-style-type: none"> - RS thematic Lit 1 page 38 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - Appreciation - Awareness - Respect - Love 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<p><u>Roles of people in our community</u></p> <p>Doctor – treats sick people.</p> <p>Farmer – grows crops and keeps animals.</p> <p>Cobbler – mends shoes</p> <p>Tailor – mends clothes</p> <p>Builders – build houses</p> <p>Barbers – cut hair</p> <p>Police Officers – keep law and Order</p> <p>Shop keeper – sells things in the shop</p> <p>Teacher – teaches pupils.</p> <p>Religious leaders – lead prayers in churches/ mosques.</p> <p>Nurse – cares for sick people.</p> <p>Carpenter – Makes furniture.</p>	<ul style="list-style-type: none"> - States the roles of people in our community. - Matches people to their roles. - Reads, spells and pronounces words correctly. 	<p>People in Our Community</p>	<p>OUR COMMUNITY</p>	<p>3</p>	
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

		<ul style="list-style-type: none"> - NPSC 	
	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - Appreciation - Problem solving 	<ul style="list-style-type: none"> - A chart
	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	
4	<p>OUR COMMUNITY</p>	<p>People in Our Community</p> <ul style="list-style-type: none"> - States activities done by people in our community. - Reads, spells and pronounces words correctly. - Draws people doing different activities. 	<p>OUR COMMUNITY</p>
5	<p>OUR COMMUNITY</p>	<p>Important places in our community</p> <p>A learner:</p> <ul style="list-style-type: none"> - Identifies important places in our community. - Lists the important places in our community. - Draws some important places in our community. 	<p>OUR COMMUNITY</p> <p><u>Activities done by people in our community</u></p> <ul style="list-style-type: none"> - Fishing - Keeping cattle - Farming - Trading - sewing - Building - Mining - Tailoring - Hair dressing - Teaching - Treating sick people <p><u>Important places in our community</u></p> <p>Schools – This is where people go to learn.</p> <p>Hospital – A place where we go when we are sick.</p> <p>Banks – A place where we keep our money safely.</p> <p>Mosques – A place where Moslems go for prayers.</p> <p>Churches – A place where Christians go for prayers.</p> <p>Market – A place where we buy food from.</p> <p>Shops – A place where we buy things from.</p>

PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

9	1	OUR COMMUNITY	Important places in our community	<ul style="list-style-type: none"> - Identifies work places of people in the community. - Reads, spells and pronounces words correctly. - Matches people and their work place. 	<u>People and their Work places</u> Teacher – school Nurse – dentist Doctor – Hospital Barber – Salon Carpenter – workshop Policeman – Police station Religious leaders – churches/ Mosques Nurse – Hospital Farmer – Farm/ garden.etc Needs of people food water shelter clothes security money education	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - A chart showing needs of people 	<ul style="list-style-type: none"> - Awareness - Love - Concern 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Matching 	<ul style="list-style-type: none"> - NPSC 	
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							<ul style="list-style-type: none">- RS thematic book 1 page 43- Curriculum book	<ul style="list-style-type: none">- Reading- Spelling- Writing- Drawing	<ul style="list-style-type: none">- Self-awareness- Care	<ul style="list-style-type: none">- A chart showing our body parts	<ul style="list-style-type: none">- Guided discovery- Observation- Brain storming	<p><u><i>Our body parts</i></u></p> <ul style="list-style-type: none">- Parts of the body by illustration. <i>Human body</i>	<p>A learner:</p> <p>Identifies our body parts.</p> <p>Draws and names the body parts.</p> <p>Reads, spells and pronounces words correctly.</p> <p><i>Write sentence using some new words</i></p>	<p>Our body part</p>	<p>THE HUMAN BODY AND HEALTH</p>	<p>2</p>	
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PRIMARY ONE SCHEME OF WORK LITERACY II TERM ONE

	5			<p>A learner:</p> <ul style="list-style-type: none"> - Defines personal hygiene. - States ways of caring for our bodies. - Reads, spells and pronounces words correctly. - Identifies things we use to clean our bodies. - Draws and names things we use to clean our body parts. 	<p><u><i>Personal hygiene</i></u></p> <p>Personal hygiene is the keeping of our bodies clean.</p> <p><u><i>Ways of caring for our body</i></u></p> <ul style="list-style-type: none"> - By bathing every day. - By combing our hair. - By cutting our nails and hair short. - By brushing our teeth. - By washing clothes - By wearing clean clothes. <p><u><i>Things we use to clean our body</i></u></p> <ul style="list-style-type: none"> - Sponge, comb, sponge - Tooth paste, tooth brush, towel. - Water, razorblade, brush. - Nail cutter, handkerchief, and basin. - Bathing soap. 	<ul style="list-style-type: none"> - Guided discovery - Brains storming - Demonstration - Observation 	<ul style="list-style-type: none"> - Real object 	<ul style="list-style-type: none"> - Responsibility - Care - Concern 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - RS thematic book 1 page 48, 49 and 50. 	
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	6	THE HUMAN BODY AND HEALTH	Our body parts	<p>A learner:</p> <ul style="list-style-type: none"> - Identifies the importance of keeping our bodies clean. - Draws pictures of people cleaning their bodies. - States the body exercises. - Carries out the body exercises. - Reads, spells and pronounces words correctly. - Draws some of the body exercises. 	<p><u>Importance of keeping our bodies clean</u></p> <ul style="list-style-type: none"> - To be healthy - To prevent a bad smell. - To be smart. - To remove germs which cause diseases. - To remove dirt.etc <p><u>Body exercises</u></p> <p>These are activities that our bodies need to be healthy.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> - Running - Jogging - Jumping - Walking - Skipping - Swimming - Riding - Boxing the air - Sit ups - Dancing - Kicking - Playing - Press ups 	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Demonstration 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Self-awareness - Talent promotion 	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Demonstrating - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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10	1	THE HUMAN BODY AND HEALTH	Our body parts	<ul style="list-style-type: none"> - States the importance of carrying out body exercises. - Mentions the common diseases of our bodies. - Reads, spells and pronounces words correctly. 	<p><u>Why we need body exercises</u> <u>(Oral)</u></p> <ul style="list-style-type: none"> - To be fit - To be strong - To be healthy etc <p><u>Common diseases of our body</u></p> <p>Our bodies are affected by several diseases as below.</p> <p>curable diseases</p> <ul style="list-style-type: none"> - Cough - Malaria - flu - Diarrhoea - Headache - Stomachache <p><u>Common</u></p> <p>Flu</p> <p>Cough</p> <p>malaria</p> <p><u>Non-curable Diseases (that cannot be cured)</u></p> <ul style="list-style-type: none"> - AIDs - Cancer <p><u>Examples of immunisable diseases</u></p> <ul style="list-style-type: none"> - T.B - Whooping Cough - Tetanus 	<ul style="list-style-type: none"> - Guided discovery - Brains storming 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Awareness - Carefulness 	<ul style="list-style-type: none"> - Reading - Writing - Spelling - Demonstrating - Drawing 	<ul style="list-style-type: none"> - RS thematic book 1 page 52 and 53 	
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2	THE HUMAN BODY AND HEALTH	Diseases of the body	<p>A learner:</p> <ul style="list-style-type: none"> - States the common causes of diseases in our environment. - States the possible ways of preventing diseases. - Reads, spells and pronounces words correctly. 	<p><u><i>Common causes of diseases in our environment</i></u></p> <ul style="list-style-type: none"> - Drinking un boiled water (typhoid) - Mosquito bites (cause malaria) - Eating dirty things. (diarrhoea) - Failure to bathe every day.(skin diseases - Staying in dirty places. (chorela) <p><u><i>How to Prevent some of the Diseases</i></u></p> <ul style="list-style-type: none"> - Drinking boiled water - Sleeping under mosquito nets. - Eating clean food. - Bathe everyday. - Keeping our homes clean. <p><i>Insects which spread diseases(vectors)</i></p> <ul style="list-style-type: none"> - Mosquitoes - Housefly - Cockroach 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Carefulness - Care - Concern - Responsibility 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - RS thematic Lit book 1 page 53 and 54 	
				END						