

SIR APOLLO KAGGWA SCHOOLS

LESSON NOTES FOR SOCIAL DEVELOPMENT FOR PRE-PRIMARY CLASS TERM I

Taking care of myself for proper growth and development.

My name is _____

I am _____ years old. I am a _____ (girl, boy)

My father's name is _____

My mother's name is _____

I live/stay at _____

My school is _____

Activity

1. What is your name?

My name is _____

2. How old are you:

I am _____ years old.

I am a _____ (girl/boy)

Let the pupils talk about themselves.

3. What's your father's name?

4. What's your mother's name?

5. Where do you live/stay?

6. What's the name of your school?

Drawing and describing his/her name.

Naming my body parts

1. reciting/singing a rhyme about body parts.

2. Naming and identifying body parts e.g ears, toes, nose, mouth, fingers, legs, eyes, lips, etc.

Teacher leads pupils to know how many they are.

All about functions of each body part e.g.

eyes - seeing

nose - smelling

legs - walking, etc

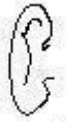









- Children should know the main function of body parts. i.e to give shape of person.

The teacher should lead the pupils to appreciate the gifts God gave us through a song, prayer, rhyme, etc

Lesson one

Activity

1. Teach a dialogue song about body parts (oral)
2. Naming body parts.

Lesson two

Matching body parts to their uses.



walking



hearing



seeing



smelling



touching

Lesson three

Filling in missing letters



e__r



n__se



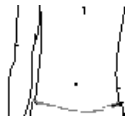
__ye



le__



h__ir



stom__ch



han__

Lesson four

Write these words correctly.

era

seno

eeey

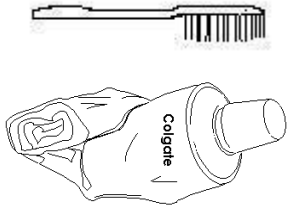
ige

teos

ngerfi

Joining a puzzle

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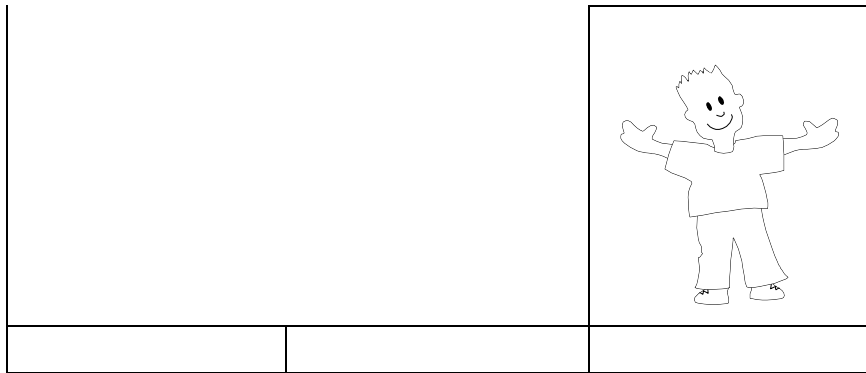


**#CREATIVE PRINTERS FOR
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Mention family members (nuclear family) e.g father, mother, sister, brother, baby

Other family members extended family)

- aunt
- uncle
- cousin
- nephew
- grandfather
- grandmother



Fill in the missing letters

f__ther

m__ther

si__ter

br__ther

Colour these family members

Animals found at home.

- pig
- goat
- dog
- sheep
- cow
- rabbit

-
-
-
-
- Cooks food
 - feeds the baby
 - Cleans the home
 - Mops the house, etc

- heads a family
- Buys food etc

- Mop the house
- Sweep the compound
- Wash dishes, etc

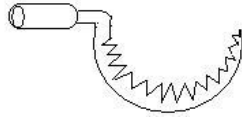
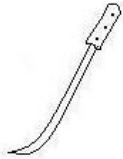
Activity

Pupils' role play

- Draw Mummy cooking food



Name the things we use to clean the home.



Lesson eight

Domestic animals which are not eaten.

dog
donkey
horse
camel

Use of animals (Things we get from domestic animals)

cow - milk, meat, dung, skin
goat - meat, milk, skin
dog - keeps/guards homes, it is a pet
sheep- milk, wool, manure
cat- eats rats, It is a pet

Activity

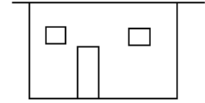
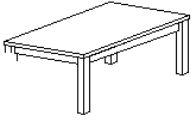
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Activity

Draw thee things we get from a hen.
eggs chicken

Lesson ten

Fill in the missing parts



Lesson eleven

Revision

Complete all the learnt activities.

LESSON NOTES FOR APTITUDE FOR PRE-PRIMARY CLASS TERM II-2024
WEEK I AND II

- a. Taking care of myself for growth and development.
 - (i) Keeping healthy and practicing good health habits.

WEEK III AND IV

- Taking care of myself for proper growth and development.
 - (i) Caring for my body.

Suggested developmental activities.

- Naming clothes we wear.
- Drawing types of clothes and colouring them.
- Explaining the importance of wearing clothes.
- Role playing the safety of keeping clothes.
- Cutting out types of clothes and displaying them
- Matching clothes to definite parts.
- Displaying types of clothes according to colour, size and sex.
- cutting and sticking
- pasting with cereals
- painting cut outs.

WEEK V AND VI

Interacting with exploring, knowing and using my environment.

Exploring and knowing my immediate environment.

Suggested developmental activities

- Planting, watering and caring for seedlings.
- Telling uses of plants, foods, fruits and flowers. i.e

-
- Naming important places around home and school. e.g
 - police stations
 - clinics
 - hospitals
 - churches
 - markets
 - mosques
 - schools, etc.
 - Talking about importance of places.
 - Naming people found in each place.
 - Role playing/dramatizing activities done at each place.
 - Carrying out educational visits to the mentioned places.
 - Telling stories/news.

- Listening to a resourceful person.
- Drawing important places.

WEEK IX

Experimenting and understanding the concept of movement in the environment.

Suggested developmental activities.

- Talking about different kinds of road e.g tarmac roads, feeder roads,
- Marrum roads, main roads.
- Modeling
- Demonstrating

WEEK X

Identifying dangers and taking precautions of keeping safe and avoiding accidents.

Suggested developmental activities

- Talking about dangerous things in our environment. e. g
 - sharp objects
 - open dug holes
 - medicine
 - broken things
 - snake bites
 - poisonous foods/drinks
 - open/broken electric wires
 - pot holes, etc
- Talking about first aid and what should be done to common accidents.
- Drawing and naming dangerous things.
- Talking about safety rules.
- Watching films
- Singing and reciting poems
- Role playing situations about accidents.

Lesson one

People we stay with in the environment

Teacher guides pupils to recognize and identify people in different types of environment. i.e

- school
- home
- community

People found at school

- headteacher
- teachers
- cleaners
- cooks
- guards, bursar
- secretary, etc

Activity

Who is your headteacher?

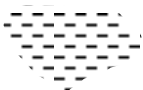
What is the name of your class teacher? (Oral)

Who are your teachers? (Oral)

Where do we find the guards? (Orals)

What is the colour of your school uniform?

Name these things



Where do we find cooks?

Fill in the missing letters.

te__cher

c__ k

gu__rd

People found at home

- father
- mother
- sister

- brother
- baby, etc
- Mention all family members

Activity

Activity

Let children role play different people in the community

- What does the doctor do?
- Who sells things in the shop?
- Draw a farmer in the garden

Match correctly

doctor	shop
farmer	hospital
shopkeeper	garden

Talking about acceptable behaviours using appropriate language
Can be done through

- requests (oral)
- Apologizing (Oral)
- responding to when called (Oral)
- Inquiring about things. (Oral)
- Obeying and following notes. (Oral)
- Asking for permission. (Oral)
- Playing games that show good behaviours. (Oral)
- Playing imaginary situations with others, (Oral)

Activity

- Role playing
- Telling news
- Playing games

Lesson two

My daily practices

Sing a song about routine

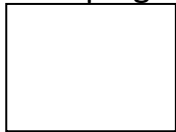
Guide learners to mention actions they perform e.g

- | | |
|------------|---------------|
| - sweeping | - combing |
| - mopping | - drawing |
| - dusting | - writing |
| - cleaning | - playing, et |

Activity

Read and draw the actions

Sweeping



Cleaning



mopping



Lesson three

Activity

drawing and painting freely according to what is given e.g

- | | |
|-------------------------|---------------|
| - | |
| - Playing in the garden | - my school |
| - at the market | - my birthday |

N.B: Teacher should provide all the necessary materials.

-
- skin
 - baby, etc

Things which are rough. e.g
floor
soil, etc

Things which are heavy. e.g
stones
salt, etc

Things which are light. e.g
- cotton
- clothes, etc

Examples of hot things
- hot tea

- hot milk
- hot food

Examples of cold things

- cold food
- ice cream
- cold water
- cold milk

Activity

Learners should sort objects into different forms.

- Playing
- guess games
- water play
- sand play
- Playing with different textures e.g sand, flour, etc



long



longer



longest



tall



taller



tallest



Activity

- Arranging things into 3 groups dimension.
- Describing relation.
- Answering questions.

Lesson eight

Describing positions using the vocabulary

- near
- far
- out
- under
- up
- down

Using near and far



Where is the tree?

A



B



Leaf A is _____ away from leaf B

Activity

- Answering questions correctly
- describing positions
- play games

BABY CLASS LESSON NOTES FOR SOCIAL DEVELOPMENT

Term I, 2024

WK 2

PD 1

Activities

Listening

Answering

Content

Story telling about people

I play and work with.

PD 2

People found at home.



mother



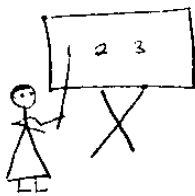
father

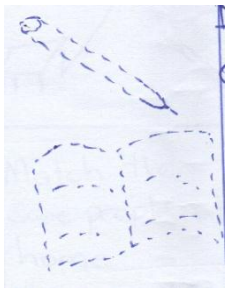
WEEK 3

PD 1

I can mention people at home.

Content





I can talk about things in my class.

Content

Shade a table and a chair.

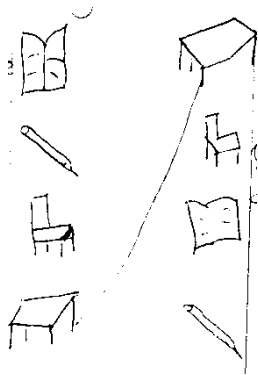


PD 2

I can identify and talk of things in class.

Content

Match the same things in class.

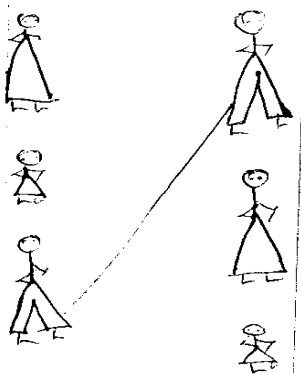


WEEK 7

PD 1

I can mention people at home.

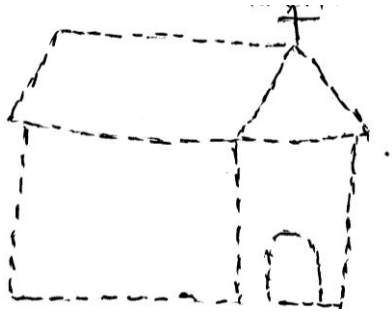
Match the same.



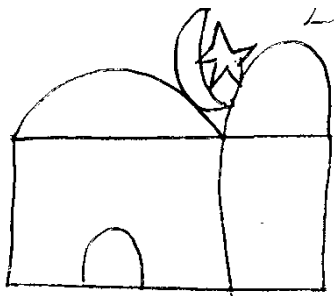
PD 2

I can talk about important places.

Trace a church.



Shade a mosque.



WEEK 8

PD1

I can talk about the important places in my environment.

Content

Match the same important places.

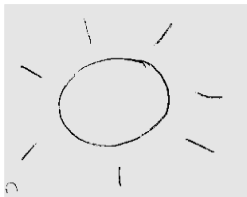
PD 2

Content

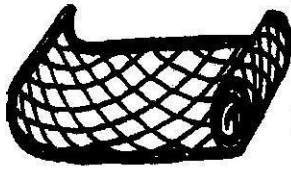
Trace a moon.



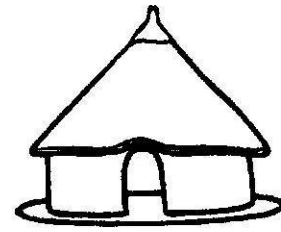
Shade a sun.



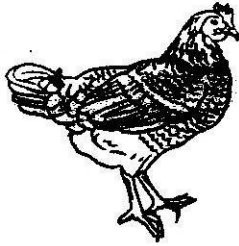
1. Fill in the missing sound.



m _ _ t



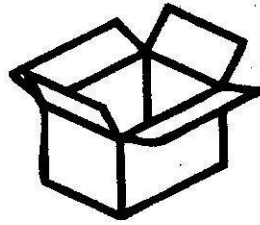
h _ _ t



h _ _ n



p _ _ n



b _ _ x

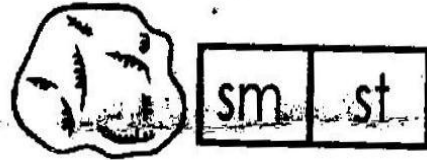
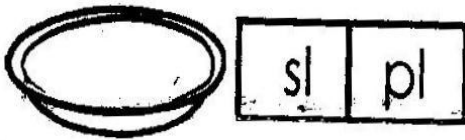
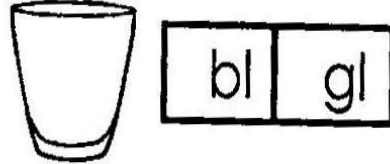
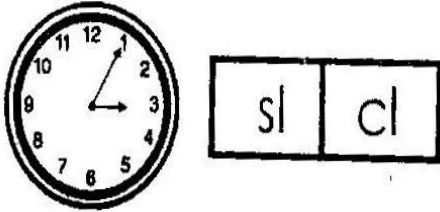
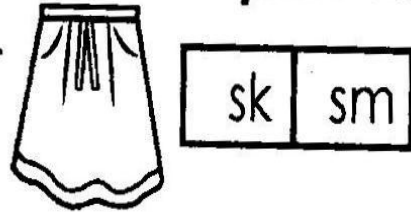
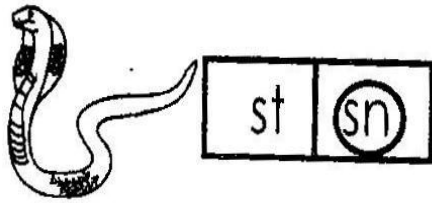
2. Read and draw pictures of sound/U/.

jug	cup	hut

3. Complete the chart.

a	e	i	o	u
ba	_____	_____	bo	bu
da	_____	di	do	_____
fa	fe	_____	fo	_____
ma	_____	mi	mo	mu
ta	_____	ti	_____	tu

4. Circle the correct blend for the picture.



5. Blend and write the word.

ch_o_p _____ ch_i_n _____ ch_i_p _____

sh_i_p _____ sh_i_n _____ sh_e_ll _____

6. Read and match

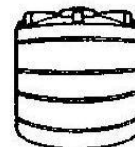
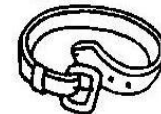
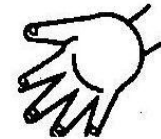
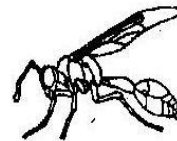
belt

tank

desk

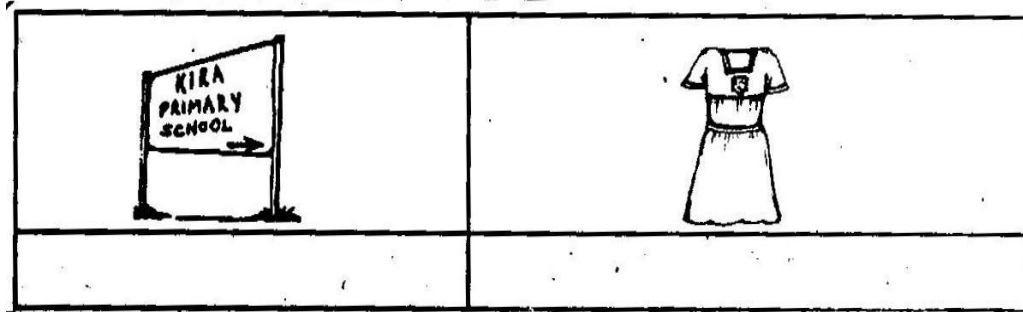
hand

wasp



1. (a) Name the place where we got to learn?

b) **Name these school symbols.**



c) **Complete correctly.**

(i) A _____ teaches children.

(ii) I go to school to _____.

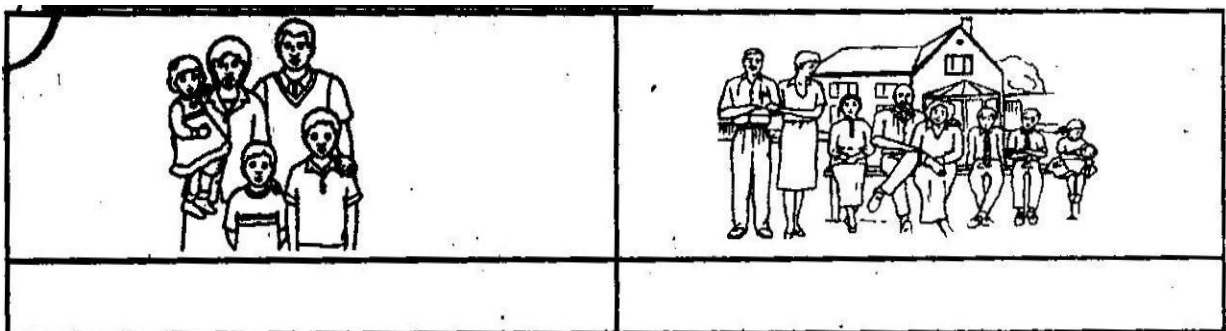
(iii) A cook _____ food at school.

2. (a) Write the word correctly

Falymi _____

b) **Circle the members of a nuclear family.**

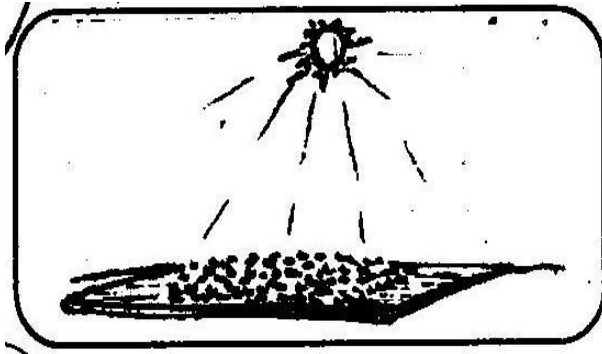
sister ,	uncle,	brother,
father,	aunt,	nephew



3. (a) Give any two types of weather.

(i) _____ (ii) _____

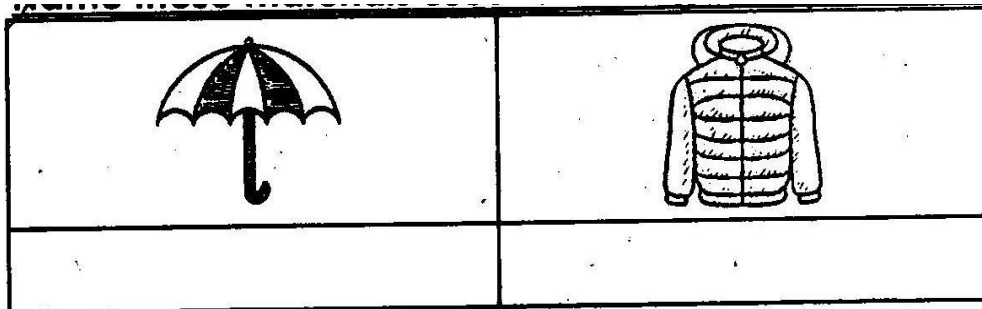
b) Name this activity done during sunny weather.



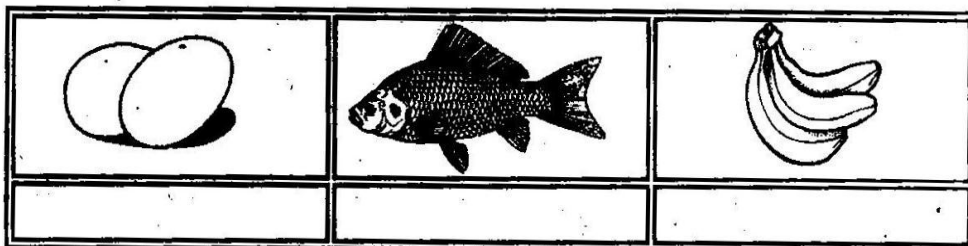
c) **Match correctly.**

hoe	for slashing
panga	for watering crops
slasher	for digging
watering can	for cutting small trees.

d) **Name these materials used to manage rainy weather.**



4. (a) Name these examples of food we eat.



(b) Tick (√) the reasons why we eat food.

To grow well.

☐

To fight.

☐

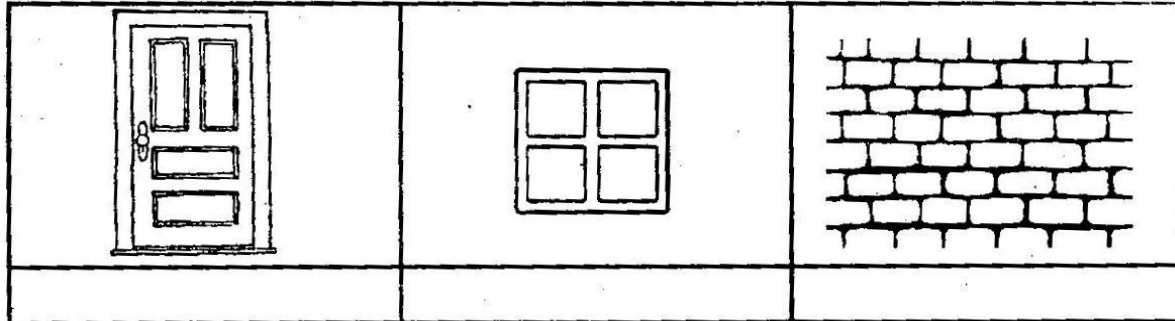
To be good.

☐

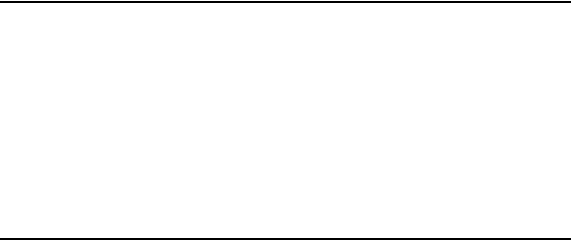
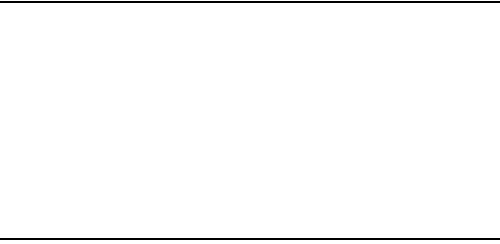
To be strong.

☐

(b) Name these parts of a house



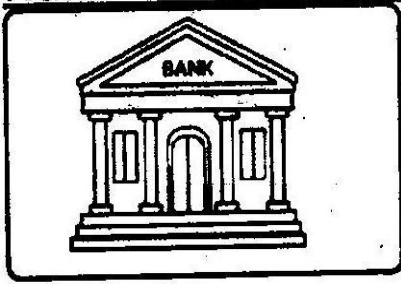
c) Draw these main sources of food.

	
plants	animals

5. (a) Circle the odd man out.

teacher,	cleaner,	cook,	mother
Imam,	Muazin,	Priest,	Sheik
Carpentry,	Pope,	farming,	teaching

b) Name this place where we keep our money safely.



6. Draw your house in the space below.

