

# Kabojja Junior School

## P.1 Literacy II Thematic Scheme of work- Term 1 2025

| Wk.                | Day  | Theme      | Sub-Theme            | Subject competences  | Language competence s   | Content  | Methods                           | Activities  | Life skills  | Instructional materials                       | References  | Remarks |
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| <b>ORIENTATION</b> |      |            |                      |  |   |  |                                   |   |  |   |   |         |
| 2                  | Mon. | OUR SCHOOL | People in our school | <b>The learner:</b><br>Mentions groups of people in a classroom.<br><br>Names people in a classroom. | <b>The learner:</b><br>Pronounces, spells and reads words related to people in our classroom. | <b>People in our classroom</b><br>Groups of people in the classroom<br>a. teachers, pupils<br>b. children / pupils<br>e.g. Mary, Peter, etc. | Class discussion<br><br>Discovery | Naming groups of people found in a classroom.                 | Critical thinking<br>Self-awareness<br>Respect<br>Cooperation    | Classroom environment                         | Monitor SST BK 1 pg. 39<br>Comprehensive thematic Literacy BK 1 pg. 1 |         |
|                    | Tue. | OUR SCHOOL | People in our school | Names people found in our school.  | Pronounces, spells and reads words related to people in our school                            | <b>Groups of people in my school</b><br>teachers, pupils, maids, cooks, secretary  | Class discussion<br><br>Discovery | -Naming people at school.<br><br>Describing people at school. | Critical thinking<br>Self-awareness<br>Friendship<br>Cooperation | A chart showing pictures of people at school. | Comprehensive thematic Literacy BK 1 pg. 2                            |         |

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|  | Wed<br>. | OUR SCHOOL | People in our school | Names people in my school.<br>Identifies people in my school.  | Pronounces, spells and reads words related to people in our school          | <b>Other people in our school</b><br>head teacher, librarian, nurse, bursar, cleaners  | Discussion<br>Discovery        | -Filling in the missing letters.<br>-Reading                             | Critical thinking<br>Self-awareness<br>Co-operation<br>Self es                               | A chart showing pictures of people at school. | Monitor SST BK 1 pg. 39-40  |  |
|  | Thur.    | OUR SCHOOL | People in our school | Names people in my school.<br><br>Identifies people at school. | Pronounces, spells and reads words related to people at school              | <b>More people at school</b><br>store keeper, tailors, librarian, directors, bursar, gate keeper   | Discussion<br>Discovery        | Naming people at school<br>Reading                                       | Critical thinking<br>Self-awareness<br><br>Co-operation<br>Self esteem<br>friendship         | A chart showing people at school              | Monitor SST BK 1 pg. 39-40  |  |
|  | Fri.     | OUR SCHOOL | People in our school | Describes people and what they do at school.                   | Pronounces, spells and reads words related to roles of people in our school | <b>Describing roles of people in our school</b><br>a. cleaners<br>- teach children<br>b. cooks – prepare meals<br>c. head teacher – heads a school | Discussion<br>Guided discovery | Matching people to their work.<br><br>Reading roles of people at school. | Critical thinking<br>Self-awareness<br>Co-operation<br>Sharing<br>Appreciation<br>Friendship | The school environment                        | Monitor SST Pupils BK 1 page 39-46<br><br>Comprehensive Thematic Literacy BK1 pg. 4 |  |

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| 3 | Mon | OUR SCHOOL | People in our school | Describes roles of people at school.       | Pronounces, spells and reads words related to roles of people in our school       | <b>Other roles/work/duties of people in our school.</b><br><b>Librarian</b> – keeps the school textbooks.<br><br><b>Secretaries</b> – type our homework.<br><b>Bursar</b> – collects school fees.<br><b>Nurse</b> – cares for sick children.<br><b>Gatekeeper</b> – keeps the school gate. | Discussion<br><br>Guided discovery | Describing roles of people at school<br><br>Completing sentences correctly.<br><br>Reading other duties of people at school. | Critical thinking<br><br>Self-awareness<br><br>Acceptance<br><br>Appreciation<br><br>Co-operation | The school environment                           | Comprehensive Thematic BK 1 pg 4<br><br><br>Monitor SST pupils BK 1 Pg 39 |  |
|   | Tue | OUR SCHOOL | People in our school | Describes work places of people at school. | Pronounces, spells and reads words related to work places of people in our school | <b>Work places of people at school</b><br><b>Teacher</b> – classroom<br><b>Maids</b> – school compound<br><b>Cooks</b> – kitchen   | Guided discussion<br><br>Discovery | Describing work places of people at school<br><br>Matching people to their places of work.                                   | Critical thinking<br>Self-awareness<br>Creative thinking<br>Acceptance<br>Appreciation            | A chart showing people and their places of work. | Them. Curr. Pg 14   |  |

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| Wed . | OUR SCHOOL | Things found in our school | Identifies things found in a classroom.<br><br>names objects found in our classroom.                                   | Pronounces, spells and reads words related to things in our classroom       | <b>Things found in our classroom</b><br>books, charts, pencils, rulers, blackboard etc                                     | Discussion<br><br>Observation<br><br>Discovery                 | Identifying and naming things found in our classroom. Drawing objects<br><br>Reading words                      | Critical thinking<br>Self-awareness<br>Sharing responsibility<br><br>Caring                              | A chart showing classroom objects. | MK for SST Pg 24<br><br>Comp. Thematic Lit. pg 10 |  |
| Thur  | OUR SCHOOL | Things found in our school | Gives uses of things found in our classroom.<br><br>Matches things to their uses.                                      | Pronounces, spells and reads words related to things found in our classroom | <b>Uses of things found in our classroom</b><br><b>Duster</b> – for cleaning the blackboard.<br><b>Pens</b> – writing with | Guided discovery<br><br>Demonstration<br><br>Guided discussion | Mentioning uses of things in our classroom<br><br>Matching things to their uses.                                | Critical thinking<br>Effective communication<br>Sharing responsibility<br>Caring                         | Classroom environment              | Standard Pg 22<br><br>Literacy Them. Bk 1 Pg 14   |  |
| Fri.  | OUR SCHOOL | Things found in our school | Names things in our school.<br><br>Identifies things in our school.<br><br>Draws the pictures of things in our school. | Pronounces, spells and reads words related to things in the school compound | <b>Things found in the school compound</b><br>gate, school flag, fence, playground, buildings, sign post.                  | Discovery<br><br>Discussion<br><br>Excursion                   | Naming things in our school.<br><br>Identifying things in our school. Drawing pictures of things in our school. | Creative thinking<br>Effective communication<br>Critical thinking<br>Sharing<br>Co-operation<br>Mobility | The school environment             | Them. Curr. Pg 14                                 |  |

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| 4 | Mon | OUR SCHOOL | Things found in our school    | <p>Gives the uses of things found in our school.</p> <p>Reads and matches objects to their uses.</p> | <p>Pronounces, spells and reads words related to things in the school compound</p> | <p><b>Uses of things found in our school</b></p> <p><b>Building</b> – for shelter</p> <p><b>Fence</b> – security</p> <p><b>Dustbin</b> – for collecting rubbish</p> <p><b>Sign post</b> – for guidance</p> | <p>Discussion</p> <p>Discovery</p>                       | <p>Reading</p> <p>Completing sentences correctly.</p>  | <p>Creative thinking</p> <p>Effective communication</p> <p>Critical thinking</p> <p>Care</p> <p>Concern</p> <p>Interpersonal relation</p> | <p>Real objects in the school compound.</p> | <p>Them. Literacy Bk 1 Pg 8</p> <p>Comp. Them BK 1 Pg 5</p> |  |
|   | Tue | OUR SCHOOL | Activities done in our school | <p>Identifies school activities.</p> <p>Describes school activities.</p> <p>Naming them</p>          | <p>pronounces, spells and reads words related to activities done in our school</p> | <p><b>Activities done in our school</b> like: sweeping, reading, colouring, writing, painting, cooking, playing, teaching, praying.</p>  | <p>Brain storming</p> <p>Discussion</p> <p>Discovery</p> | <p>Identifying school activities</p> <p>Describing school activities</p> <p>Naming school activities</p> | <p>Critical thinking</p> <p>Problem solving</p> <p>Effective communication</p>  | <p>A chart showing school activities.</p>   | <p>Monitor Pg 41</p> <p>Comp. Them. BK 1 PG 14</p>          |  |

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|          | Thur | <b>OUR HOME</b> | <b>People in our home</b> | -identifies people found at home.<br>-draws pictures of people found at home.<br>-names groups of people. | pronounces, spells and reads words related to people at home                    | <b>Naming people found at home e.g</b><br>Father, mother<br>Naming the groups of people found at home <b>e. g</b><br>parents, children   | Discussion<br>Brain storming<br>Discussion      | -Identifying and naming people found at home<br>-Drawing people found at home<br>-Reading words.                      | Critical - thinking<br>Sharing<br>Care<br>Interpersonal relationship | Pictures showing groups of people found at home.<br>Sharing our world pg.1<br>Comp.T hem.pg 16               |  |
|          | Fri  | <b>OUR HOME</b> | <b>People in our home</b> | -identifies and names activities done by family members.  | pronounces, spells and reads words related to roles of different family members | <b>Naming roles /Responsibilities of different family members e. g</b><br><b>Mother</b><br>cleaning, cooking, caring for the baby<br><b>Father</b><br>milking, digging, grinding, slashing e.t.c | Discussion<br>Guided discovery<br>Demonstration | -Identifying members of a family<br>-Naming the roles done by family members<br>-Writing roles done by family members | Unity<br>Effective communication<br>Creative thinking                | Illustrated text books<br>Monitor SST Bk 1 Pg. 12<br>Comp.T hema.B K 1 Pg.17-18<br>Sharing word BK.1 Pg. 3-5 |  |
| <b>5</b> | Mon  | <b>OUR HOME</b> | <b>People in our home</b> | Names the activities done by family   | pronounces, spells and reads words related to                                   | <b>More roles of family members</b><br><b>Children</b>   | Discussion                                      | -Identifying members of a family  | Cooperation<br>Effective   | Real objects like brooms, basins, rags, saucepan<br>Monitor SST Bk 1 Pg. 12<br>Comp.                         |  |

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|  |     |          |                                     | members.<br>-identifies different activities.                                     | roles of children  | -cooking, washing, fetching water   | demonstration   | -Naming the roles done by children<br><br>-Writing roles done by children  | communication<br>Self esteem<br><br>Critical thinking   | etc                               | Them. BK 1 Pg.17-18<br><br>Sharing worldBK. 1 Pg. 3-5  |  |
|  | Tue | OUR HOME | Things found at home and their uses | -identifies things that make up a home.<br><br>-names things that make up a home. | pronounces, spells and reads words related to things that make up a home | <b>Things that make up a home e. g</b> compound , buildings, animals, plants, birds | -discussion<br><br>-guided discovery                  | -Identifying things that make up a home<br><br>-Naming things that make up a home<br><br>-Reading the words<br><br>-Drawing the pictures | -Critical thinking<br><br>-Effective communication      | Illustrated text books            | Mon. SST Bk 1 Pg 1<br><br>Sharing our world BK 1 Pg. 1 |  |
|  | Wed | OUR HOME | Things found at home and their uses | -Identifies a house.<br>-Draws a house<br>-Names parts of a house.                | -Identifies a house.<br>-Draws a house<br>-Names parts of a house.       | pronounce s, spells and reads words related to parts of a house.                    | Discussion<br><br>Guided discovery<br><br>observation | Identifying a house<br><br>-Drawing a house<br><br>- Naming parts of a house.  | Critical thinking<br><br>Mobility<br><br>Responsibility | A chart showing parts of a house. | Comp. Them. BK 1 Pg.22                                 |  |

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|  | Thur | OUR HOME | Things found at home and their uses | <b>Rooms in a house and their uses</b><br>- a kitchen<br>- a garage<br>- a bathroom<br>- a toilet | -Names different rooms in a house.<br><br>Gives activities done in a room.                          | pronounce s,<br>spells and reads words related to rooms of a house. | Discussion<br><br>Guided discovery                       | Naming different rooms in a house<br><br>Giving activities done in a room<br><br>Reading the words<br><br>Writing                 | Creative thinking<br><br>Respect<br><br>Interpersonal relationship   | A chart showing parts of a house. | Comp. Them. BK 1 Pg.24-25  |  |
|  | Fri  | OUR HOME | Things found at home and their uses | <b>Other rooms in the house</b><br>-a store<br>- a dining room<br>- a study room<br>- a bedroom   | Identifies rooms in the house.<br><br>Names the rooms in a house<br>Gives activities done in a room | pronounce s,<br>spells and reads words related to rooms of a house. | Guided discussion.<br>Brain storming<br>Guided discovery | Identifying rooms in the house.<br>Naming rooms in a house.<br>Giving activities done in a room.<br>Matching rooms and their uses | Decision making<br>Critical thinking<br>Interpersonal relationships. | A chart showing parts of a house. | Comp.T hema.B K 1 Pg.24-25 |  |



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| 6 | Mon | OUR HOME | Things found at home and their uses | <b>Uses of a house.</b><br>-protect us from bad weather<br>- For keeping in property.<br>-For living in       | Mentions the uses of a house.   | pronounce s, spells and reads words related to uses of a house.  | -discussion<br><br>Guided discovery      | - Mentionin g the uses of a house<br><br>-Reading the words                                  | -Self awarenes s<br>-Effective communi cation                                   | A chart showing a house   | Comp. Them .BK 1 Pg.26                                       |  |
|   | Tue | OUR HOME | Things found at home and their uses | - Gives the meaning of domestic animals.<br><br>-identifies domestic animals.<br><br>-names domestic animals. | pronounces, spells and reads words related to domestic animals.         | <b>Animals kept at home</b><br>-Domestic animals<br>-These are animals kept at home.<br><b>Examples</b><br>goat, sheep, cow, dog, pig, camel | Class discussion<br><br>Discovery        | Defining domestic animals<br><br>Naming domestic animals<br><br>Identifying domestic animals | Critical thinking<br><br>Effective communi cation<br><br>Fluency<br><br>Respect | Pictures of domestic animals pronounces, spells and reads words related to domestic animals | Comp. Them .BK 1 Pg.27<br><br>Oxford Pri. Sch. Bk 1 pg.24-25 |  |
|   | Wed | OUR HOME | Things found at home and their uses | -Mentions the uses of each domestic animals.  | pronounces, spells and reads words related to uses of domestic animals. | <b>Uses of domestic animals</b><br>-A cow gives us milk, skin, meat.<br>-Oxen is used for Ploughing.<br>-A cat chases rats                   | Class Discussion<br><br>Guided discovery | Mentionin g the uses of domestic animals.<br><br>Reading the words.                          | Critical thinking<br><br>Effective communi cation                               | A chart showing uses of domestic animals<br><br>Illustrated text book                       | Comp. Them. BK 1 Pg.28-29                                    |  |

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|   | Thur | OUR HOME | Things found at home and their uses | Gives ways of caring for domestic animals.                  | Pronounces words and reads short sentences.                   | <b>Ways of caring for animals</b><br>-Building for them a shelter<br>-Feeding them<br>-Bathing them   | Discussion<br><br>Guided discovery | Giving ways of caring for domestic animals.<br><br>Reading the words.<br><br>Writing | Critical thinking<br><br>Decision making<br><br>Effective communication | Illustrated text books         | Comp. Them .BK 1 Pg.28-29             |  |
|   | Fri  | OUR HOME | Things found at home and their uses | -Identifies domestic birds<br><br>-Names the domestic birds | pronounces, spells and reads words related to domestic birds. | <b>Birds kept at home</b><br>(domestic birds) hen, turkey, duck, geese, cocks   | Discussion<br><br>Guided discovery | Naming domestic birds.<br><br>Identifying domestic birds.                            | Respect<br>Responsibility<br>Critical thinking<br>Care                  | A chart showing birds at home. | Thematic curr. Literacy 2 Bk 1 Pg. 29 |  |
| 7 | Mon  | OUR HOME | Things found at home and their uses | Identifies the uses of domestic birds.                      | Pronounces words and reads short sentences.                   | <b>Uses of domestic birds</b><br>-some birds give us security.<br>-they provide us eggs.<br>-they provide us meat (chicken)<br>-we get feathers | Discussion<br><br>Guided discovery | Identifying uses of domestic birds<br><br>Reading the sentences<br>Writing           | Self-awareness<br><br>Effective communication<br>Critical thinking      | A chart showing birds at home. | Comp. Literacy 1 Pupils Bk 1 Pg 27-28 |  |

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|  | Tue  | OUR HOME  | Things found at home and their uses | Identifies plants found at home. Names the plants found at home   | pronounces, spells and reads words related to plants at home.   | <b>Plants found at home</b><br>crops, grass, trees, etc                     | Discussion<br><br>Guided discovery                       | Identifying plants found at home. Naming the plants at home.<br><br>Reading the words<br>Writing                     | Critical thinking<br>Cooperation<br>Sharing                  | Real objects<br>Like grass. pronounces, spells and reads words related to plants at home | Intergrated Pri. Sci for Uganda Pg 17 Oxford Pri. Sci pg 28 Thematic .Comp. pupils Bk 1 pg. 30 |  |
|  | Wed  | OUR HOME  | Things found at home and their uses | Identifies the uses of plants at home.  | Pronounces words and reads sentences.   | <b>Uses of plants at home.</b><br>- for shade<br>- for food<br>- for beauty | Brain storming<br><br>Discussion<br><br>Guided discovery | Identifying the uses of plants<br>Reading<br>Writing   | Critical thinking<br><br>Self-awareness                      | C/board illustration   | Them. Literacy text Bks for P.1 Pg 31  |  |
|  | Thur | COMMUNITY | People in the community             | Gives the meaning of a community.<br><br>Mentions people in our community.<br><br>Identifies titles of people in our community. | Gives the meaning of a community.<br><br>Mentions people in our community.<br><br>Identifies titles of people in our community. | pronounce s, spells and reads words related to people in our community .    | discussion<br><br>Guided discovery                       | Giving the meaning of a community<br><br>Mentionin g people in our community<br><br>Reading the words<br><br>Drawing | Creative thinking<br><br>Respect<br><br>Friendship formation | A chart showing people in our community.   | P.1 Curr. Pg 21<br><br>Comp. pupils bk 1 Pg 33-34  |  |

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|   | Fri | <b>COMMUNITY</b> | <b>People in the community</b> | <p>Mentions people in our community.</p> <p>Identifies titles of people in our community.</p>   | <p>pronounces, spells and reads words related to people in our community.</p>          | <p><b>Other groups of people ie</b> religious leaders, tinkers, mechanics , local leaders, etc</p>  | <p>discussion</p> <p>Guided discovery</p>    | <p>pictures of people found in the community.</p>  |   |  |  |  |
| 8 | Mon | <b>COMMUNITY</b> | <b>People in the community</b> | <p>- Identifies and mentions roles of people in the community. Names people with their roles.</p> <p>Matches people with their roles.</p> | <p>pronounces, spells and reads words related to roles of people in our community.</p> | <p><b>Roles of people in our community</b></p> <p><b>e.g.</b></p> <p>-carpenter- makes furniture</p> <p>-teacher – teaches children</p> <p>-doctor – treats sick people</p> | <p>Guided discovery</p> <p>Demonstration</p> | <p>-Identifying roles of people</p> <p>- Mentioning roles of people</p> <p>-Naming people with their roles</p> <p>-Matching people</p> <p>-Reading the sentences</p> <p>-Writing</p> | <p>-Effective communication</p> <p>-Creative thinking</p> <p>Friendship formation</p> | <p>C/b illustration</p> <p>Flash cards</p> | <p>Them. Literacy text book for P.1 Pg 36</p> <p>Them. Literacy text book for P.1</p> <p>Pg.36</p> |  |

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|  | Tue | <b>COMMUNITY</b> | <b>People in the community</b>     | Names people and places of work.<br><br>Identifies the work places.<br><br>Matches people and places of work. | pronounces, spells and reads words related to places of work.                   | <b>People and their places of work e.g.</b><br>a. teacher – school<br>b. doctor – hospital<br>c. carpenter - workshop | -Guided discovery<br><br>-Discussion | -Naming people and places of work<br>-Identifying the places of work.<br>- Matching people to their places of work<br>-Reading words<br>-Writing | -Creative thinking<br>-Decision making   | Illustrated text books<br><br>Picture cards | Thematic Lit 2 pupils Bk 1 Pg.36        |  |
|  | Wed | <b>COMMUNITY</b> | <b>Activities in our community</b> | Identifies activities done by people.<br><br>Draws pictures showing activities.<br><br>Matches activities.    | pronounces, spells and reads words related to activities done in the community. | <b>Activities done by the different people in our community e.g.</b><br>teaching, farming, fishing, treating etc.     | -Guided discovery<br><br>-Discussion | -Identifying activities done by people.<br>-Drawing the pictures.<br>-Matching<br>-Reading<br>-Writing   | -Effective communication<br>Friendship<br>-Critical thinking<br>Interpersonal relationship | A chart showing people in our community     | Thematic Literacy text bk for P.1 pg.35 |  |

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|  | Thur | COMMUNITY | Activities in our community | Describes tools used by those people.<br><br>Names the tools.            | pronounces, spells and reads words related to tools used by people. | <b>Tools used by people in our community e.g.</b><br>-teacher-<br>chalk, pen, book<br>-carpenter – hammer, pen, saw, wood/timber<br>-doctor – syringe, injections, gloves, medicine | -Guided discovery<br><br>-Discussion | -Describing tools used by people<br>-Naming the tools<br>-Reading the words<br>-Writing | -Critical thinking<br><br>Endurance<br>Happiness<br>-Effective communication | A chart showing the tools<br><br>Illustrated books | Thematic Literacy text books for P.1 Pg.37 |  |
|  | Fri  | COMMUNITY | Activities in our community | Names riddles about tools used by people.<br><br>Identifies the riddles. | pronounces, and reads the sentences.                                | <b>Riddles about tools used by people in the community e.g</b><br>-I am a tool. My master uses me to dig in his garden. I have a handle. Who am I?                                  | -Discussion<br><br>-Guided discovery | -Identifying the tools<br>-Naming the tools<br>-Reading the sentences<br>-Writing       | Creative thinking<br>Interpersonal relationship<br>Decision making           | A chart showing the tools                          |  |  |

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| 9 | Mon | COMMUNITY             | Important places in our community              | Identifies important places.<br><br>Names the important places.<br><br>Mentions the important places | pronounces, spells and reads words related to important places   | <b>Important places in our community e.g.</b> school, hospital, banks, churches, markets, etc                                    | -Discussion<br><br>-Guided discovery  | -Identifying the important places<br>-Naming the important places<br>-Mentioning the places<br>-Reading the words<br>-Writing | -Self awareness<br>-Creative thinking<br>-Decision making<br>Friendship formation | A chart showing important places                                  |   |  |
|   | Tue | COMMUNITY             | Important places in our community              | -names the places<br><br>-Identifies uses of important places.                                       | Reads uses of important places.                                  | <b>Uses of important places School-</b> where we go to learn.etc   | Demonstration<br><br>Guided discovery | -Identifying the uses of important places<br>-Naming the places<br>-reading the words   | Cooperation<br>Sharing<br>Friendship formation<br>Decision making                 | A chart showing important places. Reads uses of important places. |   |  |
|   | Wed | HUMAN BODY AND HEALTH | External parts of the body and their functions | Names parts of the body.<br><br>Identifies each body part.   | pronounces, spells and reads words related to parts of the body. | <b>External parts of the body</b><br>Naming parts of the body <b>e.g</b> eyes, ears, nose, lips, hands, legs, tongue, teeth, etc | -Guided discovery<br><br>-Discussion  | -Naming the parts of the body<br>-Drawing the parts of the body<br>-Reading the words<br>-Writing                             | -Self awareness<br>Self esteem Appreciation                                       | A chart showing parts of the body.                                | Them. Literacy text books for P.1 Pg.41 |  |

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|  | Thur | <b>HUMAN BODY AND HEALTH</b> | <b>External parts of the body and their functions</b> | -names different parts of the body.          | pronounces, spells and reads words related to parts of the body. | <b>Different parts of the body e.g.</b><br>eyes, nose, legs, tongue, ears etc.  | -Guided discovery<br>Discussion<br>Demonstration            | -Identifying and naming different parts of body.<br>-Reading words.<br>-Matching pictures to words. | Self-awareness<br><br>Self esteem<br><br>Appreciation<br><br>Care | A chart showing parts of the body. | Them. Literacy text books for P.1 Pg.41                         |  |
|  | Fri  | <b>HUMAN BODY AND HEALTH</b> | <b>External parts of the body and their functions</b> | Names body parts<br><br>Mentions their uses. | Pronounces words, and reads the sentences.                       | <b>Uses of body parts</b><br>-teeth - for chewing<br>-nose – for smelling<br>-eyes – for seeing<br>-ears – for hearing<br>-skin – for feeling | -Guided discovery<br><br>-Discussion<br><br>-Brain storming | -Naming the body parts<br>- Mentioning their uses<br>-Reading the sentences<br>-Writing             | Self-awareness<br><br>Appreciation<br><br>Care<br><br>Self esteem | Photocopied work                   | Them. Literacy text books for P.1 Pg.42 Understanding sci. Pg.1 |  |



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| 10 | Mon | HUMAN BODY AND HEALTH | Personal Hygiene | <p>Gives the meaning of personal hygiene.</p> <p>Names things we use to keep our body clean.</p> | <p>pronounces, spells and reads words related to personal hygiene</p> | <p><b>Personal hygiene</b><br/>Is the way we keep our body clean.<br/><b>Things we use to keep our body clean</b><br/>water, soap, comb, sponge, etc.</p> | <p>-Guided discussion<br/>-Brain storming<br/>-Guided discovery<br/>Observation</p> | <p>-Defining personal hygiene</p> <p>-Naming things we use to keep clean</p> <p>-Drawing the pictures</p> | <p>- Self-awareness</p> <p>Appreciation</p> <p>Care</p> <p>Self esteem</p> | <p>Real objects<br/>-sponge<br/>-comb<br/>-soap<br/>-basin</p> | <p>Integrated Pri. Sci Bk 1 pg 10<br/>MK Integrated Pri. Sci Bk 1 pg 10<br/>Them. Literacy Bk 1 Pg.47</p> |  |
|    | Tue | HUMAN BODY AND HEALTH | Personal Hygiene | <p>Identifies ways of caring for body parts.</p>   | <p>Pronounces words and reads short sentences.</p>                    | <p><b>Ways of caring for body parts</b><br/>-bathing, cutting nails, combing, etc.</p>  | <p>-Guided discovery<br/>-Discussion<br/>Demonstration</p>                          | <p>-Identifying ways of caring for the body<br/>-Reading the sentences<br/>-Writing</p>                   | <p>-Care</p> <p>-Self awareness</p> <p>Responsibility</p>                  | <p>A chart showing ways of caring for the body.</p>            | <p>Nat. Curr. For Uganda pg 26<br/><br/>MK Integrated Pri. Sci Bk 1 pg 9</p>                              |  |

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|  | Wed  | <b>HUMAN BODY AND HEALTH</b> | <b>Personal Hygiene</b> | Identifies ways of keeping materials clean.<br><br>Identifies and names the dangers of a dirty body. | Identifies ways of keeping materials clean.<br><br>Identifies and names the dangers of a dirty body. | <b>Ways of keeping materials used to keep personal hygiene</b><br>-by ironing clothes, washing, drying, etc<br><b>Dangers of a dirty body</b><br>A dirty body smells good. It itches. | -Discussion<br>-Guided discovery<br>Demonstration | - Identifying how to keep materials clean<br>-Naming the dangers of a dirty body<br>-Reading the sentences | -Effective communication<br>Care Responsibility | A chart showing materials used to keep our bodies clean | Nat. Curr. For Uganda pg 26                 |  |
|  | Thur | <b>HUMAN BODY AND HEALTH</b> | <b>Personal Hygiene</b> | Gives importance of personal hygiene.  | Pronounces words and reads the sentences   | <b>Importance of personal hygiene</b><br>-to prevent bad smell.<br>-to remove dirt.<br>-to promote good health  | -Discussion<br>-Guided discovery                  | -Giving the importance of personal hygiene.<br>-Reading<br>-Writing  | -Care<br>-Self awareness<br>Responsibility      | Illustrated text books<br><br>Flash cards               | Thematic Literacy text books for P.1 Pg. 46 |  |

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|    | Fri | HUMAN BODY AND HEALTH | Common Diseases | Names common diseases<br><br>Names causes of common diseases   | pronounces spells and reads words related to diseases.   | <b>Common diseases e.g.</b> malaria, scabies, AIDS, flu, mumps, measles, polio, T.B, etc.<br><b>Causes of common diseases</b> Germs, poor feeding | Guided discovery<br><br>Discussion  | -Naming the common diseases<br>-Stating the causes of common diseases.<br>-Reading<br>-Writing | -Self awareness<br>-Care               | A chart showing common diseases  | Nat. Curr. For Uganda pg 27<br><br>Comp. Lit pupils bk1 Pg.51-52 |  |
| 11 | Mon | HUMAN BODY AND HEALTH | Common Diseases | Identifies groups of diseases. Gives examples of curable and non-curable diseases. Names the given diseases in pictures. | Identifies groups of diseases. Gives examples of curable and non-curable diseases. Names the given diseases in pictures. | <b>Groups of diseases</b> Curable and Non-curable and giving examples. Pictures of people with different diseases. VA                             | -Discussion<br>-Guided discovery<br>pronounces spells and reads words related to diseases | - Identifying groups of diseases<br>-Naming the diseases<br>-Giving the examples               | -Self awareness<br>Care Responsibility | A chart of groups of diseases<br><br>Pictures of people with different diseases. | Nat. Curr. For Uganda pg 22                                      |  |

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|--|------|-----------------------|-----------------|---|---|--|--|---|--|----------------------------------|---|--|
|  | Tue  | HUMAN BODY AND HEALTH | Common Diseases | Mentions how common diseases are spread | Pronounces words and reads the sentences. | <b>How common diseases are spread</b><br>-Vectors like mosquitoes<br>-By sharing sharp objects                 | -Discussion<br>-Guided discovery<br>Pronounces and reads the sentences | Mentioning how diseases are spread<br>-Reading<br>-Writing  | Care Responsibility<br>Critical thinking   | Illustrated books<br>Flash cards | Nat. Curr. For Uganda pg 22<br><br>Comp. Lit pupils bk1 Pg.51 |  |
|  | Wed. | HUMAN BODY AND HEALTH | Common Diseases | Names ways of preventing diseases       | Pronounces words and reads the sentences  | <b>Ways of preventing or controlling diseases</b><br>-sleeping under a mosquito net<br>-boiling drinking water | -Discussion<br>-Guided discovery<br>Pronounces and reads the sentences | -Naming ways of preventing diseases<br>-Reading<br>-Writing | -Critical thinking<br>-Care Responsibility | Illustrated books<br>Flash cards | Comp. Lit pupils bk1 Pg.51-52                                 |  |