

P.1 LITERACY SCHEME OF WORK TERM 1

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WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	MTDS	IMS	LIFE SKILLS/ VALUES	ACT	REF	REM
1	1	OUR SCHOOL	People in our school/ titles and names	A learner: <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> 	A SCHOOL <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> <i>Location of our school</i> <ul style="list-style-type: none"> - Kitete village - Mukono district - Kayunga road <i>Neighbouring Schools (oral)</i> <ul style="list-style-type: none"> - Top care primary school - Global Junior school <i>Titles of people in our school</i> Man – Sir, Mr. Woman – Miss, Mrs, Madam. <i>A picture of our school</i> <i>(Diagram of a school)</i> <i>Importance of a school</i>	<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 	

	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"> - 	<ul style="list-style-type: none"> - Co-operation - Love - Respect - Identify 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - NPSC P.1 - RS Thematic Literacy book 1 page 3 	<ul style="list-style-type: none"> - Spelling, reading and writing 	
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2	1	OUR SCHOOL	Activities done at school	A learner: <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> 	<u>Activities done at school</u> <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>	<ul style="list-style-type: none"> - Brain storming - Guided discovery 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Friendship formation - Copying with stress. - Self-awareness 	<ul style="list-style-type: none"> - Spelling - Reading - Writing 	<ul style="list-style-type: none"> - RS thematic Literacy book 1 pages 12 and 13 	
	2	OUR SCHOOL	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> 	<u>Buildings at school (Out of class)</u> <ul style="list-style-type: none"> - Classrooms - Offices - Library - Toilets or latrines - Dormitories - Sick Bays - School canteen - Store - Kitchen 	<ul style="list-style-type: none"> - Brain storming - Guided discovery 	<ul style="list-style-type: none"> - Real objects 	<ul style="list-style-type: none"> - Awareness - Responsibility - Carefulness. 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - RS thematic Lit book 1 page 9 – 10 	

				<ul style="list-style-type: none"> - Mentions classroom objects. - States the play objects at school. - Draws the classroom objects. - Reads, spells, pronounces words correctly. 	<p><u>Classroom objects</u></p> <p>These are different things found in class;</p> <p>Examples:</p> <ul style="list-style-type: none"> - Books - Pencils - Brooms - Pens - Chairs - Desks - Charts - Benches - chalk board - Dust bin - Bags - Pieces of chalk - Register - Duster - Reading cards - Calendars - Tables <p><u>Play Objects at school</u></p> <p>These are things we use for playing e.g. balls, ropes, dolls, toy cars and kites etc.</p>	<ul style="list-style-type: none"> - Brain storming - Observation - Guided discovery 	<ul style="list-style-type: none"> - Real objects 	<ul style="list-style-type: none"> - Awareness - Responsibility - Carefulness 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - RS Thematic Lit book 1 page 7 and 8. 	
	3	OUR SCHOOL	Things in our school								

	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>Work places of people at school</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>People found in class</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 	<ul style="list-style-type: none"> - NPSC 	
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	5	OUR SCHOOL	Things in our School	<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><u>Names of teachers in our class</u></p> <ul style="list-style-type: none"> - Tr. Deborah (class teacher) - Tr. Hellen (Assistant class teacher) <p><u>School needs</u></p> <p>These are things we use at school.</p> <p><u>Examples</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. 	<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"> - Awareness - Care - Responsibility - Sharing 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - NPSC 	
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3	1	OUR SCHOOL	Things in our School	<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. 	<p><u>School rules (oral)</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>Things used to keep the school clean</u></p> <ul style="list-style-type: none"> - Brooms - Rake - Brushes - Water - <i>Class rules eg. Hand in your book for marking always</i> 	<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 	
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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>School symbols</u></p> <p>These are things which make our school different from others.</p> <p><u>Examples:</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>Our School motto is;</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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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

	4	OUR SCHOOL	<p>Dangers on the way to School.</p>	<p>A learner:</p> <ul style="list-style-type: none"> - Identifies dangers on the way to school. - States causes of dangers on the way to school. - Reads, spells and pronounces words correctly. - <i>Drawing some accidents on the way</i> 	<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. 	<ul style="list-style-type: none"> - Demonstration - Guided discovery 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Awareness - Carefulness 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - NPSC 	
	5	OUR SCHOOL	<p>Road Signs</p>	<ul style="list-style-type: none"> - Defines road signs - Identifies road signs - Draws road signs - Reads, spells and pronounces words correctly. - <i>Tells the importance of road signs.</i> 	<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 	<ul style="list-style-type: none"> - Guided discovery - Observation - Brain storming 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Awareness - Carefulness 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	

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="823 522 1083 774" data-label="Diagram"> <p>The diagram shows a vertical rectangular box representing a traffic light. Inside the box, there are three circles arranged vertically. The top circle is red, the middle circle is orange, and the bottom circle is green. To the right of each circle is a horizontal line segment. To the right of these line segments are the words 'Red', 'Orange', and 'Green' respectively.</p> </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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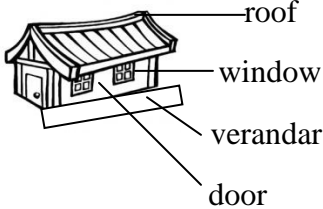
	4	OUR HOME	<p>People in our home</p> <ul style="list-style-type: none"> - Defines a family - Mentions types of families. - Defines a nuclear family - Gives examples of members found in a nuclear family. - <i>Draws members found in a nuclear family</i> 	<p><u>A family</u></p> <p>A family is a group of 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 Baby 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - A chart showing member of a nuclear family 	<ul style="list-style-type: none"> - Self-esteem - Love - Unity - Respect 	<ul style="list-style-type: none"> - Reading - Spelling - Drawing and Writing 	<ul style="list-style-type: none"> - NPSC - RS thematic Literacy Page 17 	
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		<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 members of an extended family. 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<p><u>Extended family</u></p> <p>An extended family is a family where we find father, mother, children and relatives.</p> <p><u>Examples of people in an extended family</u></p> <ul style="list-style-type: none"> - Father - Mother - Sister - Brother - Uncle - Niece - Cousin - Nephew - Aunt - Grandfather - Grandmother 	<ul style="list-style-type: none"> - Defines an extended family. - Lists members of an extended family. - Reads, spells and pronounces words correctly. - Draws some members of an extended family. 	People in our home	OUR HOME	5
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5	1	OUR HOME	Roles and Responsibilities of different family members.	A learner: <ul style="list-style-type: none"> - States the roles of people at home. - Reads, spells and pronounces words correctly. - <i>Draws people doing different roles</i> 	<u>Roles of a father at home</u> <ul style="list-style-type: none"> - Father pays school fees - Father buys food - Father heads a family (major role) <u>Roles of a mother at home</u> <ul style="list-style-type: none"> - Mother cooks food - Mother washes clothes - Mother looks after children - Mother cleans the home <u>Roles of children in a home</u> <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 	<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.	A learner: <ul style="list-style-type: none"> - States the activities done at home. - Reads, spells and pronounces words correctly. - <i>Draws people at home doing work.</i> 	<u>Activities done at home</u> <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 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC - RS thematic lit book 1 page 18 	

				<ul style="list-style-type: none"> - NPSC - RS thematic Lit book 1 pages 	
		<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 		<ul style="list-style-type: none"> - Reading - Spelling - Writing - Matching 	
		<ul style="list-style-type: none"> - Care - Responsibility 		<ul style="list-style-type: none"> - Awareness - Responsibility 	
		<ul style="list-style-type: none"> - Real object of things found in our home - A chart 		<ul style="list-style-type: none"> - Real object - A chart 	
		<ul style="list-style-type: none"> - Guided discovery - Group discussion - Brain storming 		<ul style="list-style-type: none"> - Guided discovery - Group discussion - Brain storming 	
		<p><u>Things found in our home</u></p> <ul style="list-style-type: none"> - Chairs, mats, toilets - Cups, baskets, plate stands (racks) - Knife, radios, mortar - Cupboards, stool, spoons - Tables, beds, saucepans - Television, houses, jerry cans. 		<p><u>Uses of things at home</u></p> <p>Mat- for sitting on</p> <p>Knife – for peeling/ cutting</p> <p>Plate – for eating on</p> <p>Radio – for communication</p> <p>Chair – for sitting on</p> <p>Pot – for keeping drinking water</p> <p>Television for entertainment</p> <p>Saucepan – for cooking</p> <p>Jerry can – for carrying water</p>	
		<p>A learner:</p> <ul style="list-style-type: none"> - Mentions things found at home. - Fills in the missing letters of things found at home. - Reads, spells and Pronounces words correctly. 		<p>A learner:</p> <ul style="list-style-type: none"> - Identifies uses of different things in our home. - Matches things to their uses. 	
		Things found in our home		Things found in our home	
		OUR HOME		OUR HOME	
3				4	

	5	OUR HOME	Things found in our home	<p>A learner:</p> <ul style="list-style-type: none"> - Identifies objects they use for playing. - States the dangerous objects at home. - Reads, spells and pronounces words correctly. - Draws play objects and dangerous objects at home. 	<p><u>Objects we use for playing at home</u></p> <ul style="list-style-type: none"> - Balls - Kites - Ropes - Toy cars - Bicycles - Counters - Dolls - Balloons <p><u>Dangerous Objects at home</u></p> <ul style="list-style-type: none"> - Broken bottles - Safety pins - Broken glasses - Knives - Razorblades - Nails - Poison - Medicine 	<ul style="list-style-type: none"> - Guided discovery - Group discussion - Brain storming 	<ul style="list-style-type: none"> - Real objects of play materials at home - A chart showing dangerous objects at home 	<p>Carefulness</p> <ul style="list-style-type: none"> - Co-operation - Unity - Sharing 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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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 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"> - Awareness 	<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"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - Reading - Spelling - Writing 	<ul style="list-style-type: none"> - RS thematic Literacy book 1 page 20 and 31.

				<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. 	<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. <p>Things found in our home.</p>	OUR HOME	4	
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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"> - 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 	

	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>Things we get from animals</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>Ways of caring for domestic Animals</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. 	<ul style="list-style-type: none"> - Guided discovery - Brain storming - Observation 	<ul style="list-style-type: none"> - A chart 	<ul style="list-style-type: none"> - Concern - Love - Care - Responsibility 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
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	4	OUR HMOE	<p>Birds in our homes</p> <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>Birds in our homes(Domestic birds)</u></p> <p>These are birds kept at home.</p> <p><u>Examples:</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"> - Guided discovery - Brain storming 		<ul style="list-style-type: none"> - Responsibility - Care - Love - Concern - A chart 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	
	5	OUR HMOE	<p>Plants we grow at home</p> <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"> - Responsibility - Care - Love - Concern - Real Objects 	<ul style="list-style-type: none"> - Reading - Spelling - Writing - Drawing 	<ul style="list-style-type: none"> - NPSC 	

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 	<p><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><u>Examples of communities</u></p> <p>Home, Church, Mosque, banks, market and Salon etc.</p> <p><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>	<ul style="list-style-type: none"> - States examples of communities - Identifies people in our community. - Reads, spells and pronounces words correctly. - Draws some communities and people in our community. 	People in Our Community	OUR COMMUNITY	2	
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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. 	<p><u>People and their Work places</u></p> <p>Teacher – school</p> <p>Nurse – dentist</p> <p>Doctor – Hospital</p> <p>Barber – Salon</p> <p>Carpenter – workshop</p> <p>Policeman – Police station</p> <p>Religious leaders – churches/ Mosques</p> <p>Nurse – Hospital</p> <p>Farmer – Farm/ garden. etc</p> <p>Needs of people</p> <p>food</p> <p>water shelter</p> <p>clothes security</p> <p>money</p> <p>education</p>	<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 Lit book 1 page 45 and 46. - Reading - Spelling - Writing - Matching 	
		<ul style="list-style-type: none"> - Self-awareness - Love - Care - Concern - A chart 		
		<ul style="list-style-type: none"> - Guided discovery - Demonstration - Brain storming 		
		<p><u>Uses of body parts</u></p> <p>Eyes – for seeing</p> <p>Ears – for hearing</p> <p>Nose – for smelling/ breathing</p> <p>Tongue – for tasting</p> <p>Legs – for walking</p> <p>Mouth – for talking/ eating</p> <p>Hands – for touching</p> <p>Skin – for feeling</p> <p>Teeth – for chewing</p>		
		<p><u>The 5 senses</u></p> <ul style="list-style-type: none"> - Sense of Seeing - Sense of hearing - Sense of smelling - Sense of feeling - Sense of tasting <p><u>Sense organs and their Senses</u></p> <ul style="list-style-type: none"> - Eyes for seeing - Ears for hearing - Tongue for tasting - Nose for smelling - Skin for feeling 	<ul style="list-style-type: none"> - Self-awareness - Appreciation - Love - Care 	<ul style="list-style-type: none"> - RS thematic book 1 page 47 - Thematic curriculum - Reading - Spelling - Writing
		<p><u>A learner:</u></p> <ul style="list-style-type: none"> - States the 5 senses and their Organs. 		
		Our body part		
		THE HUMAN BODY AND HEALTH		
3		Our body part	<ul style="list-style-type: none"> - States the uses of body parts. - Reads, spells and pronounces words correctly. - Matches uses of body parts correctly. 	
		THE HUMAN BODY AND HEALTH		
4		Our body part		

	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>Personal hygiene</u></p> <p>Personal hygiene is the keeping of our bodies clean.</p> <p><u>Ways of caring for our body</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>Things we use to clean our body</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 (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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