


P.1 SCHEME OF WORK LIT 1 TERM 1-3 2024

WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
1	OUR SCHOOL	LOCATION OF OUR SCHOOL	1	<p>Name and location of our school. A school is a place where we go to learn</p> <hr/> <p>___ is the name of our school.</p> <p>It is found in Uganda, Kampala district, Kawempe division, Kyebando parish, Erisa village, along /off Gayaza Rd</p>	<p>Naming their school.</p> <p>Identifying the location of our school.</p> <p>Reading words and sentences.</p> <p>Drawing the school</p>	<p>Explanation</p> <p>Guided discovery</p> <p>Whole word.</p>	<p>effective communication</p> <p>Creative thing</p> <p>Respect</p>	<p>reading</p> <p>Spelling</p> <p>Matching</p>	<p>Chart showing location of our school</p> <p>Chalk board illustration</p>	<p>Thematic curriculum pg. 14</p> <p>Mk SST. I page. 5</p>	
		PEOPLE FOUND AT SCHOOL	2	<p>People who serve us at school. Headteacher, bursar, Director, secretaries, librarian,. nurse, drives, prefects gate keeper.</p>	<p>Reading the words</p> <p>Spells the words.</p> <p>Identifies people found at school.</p>	<p>Discussion</p> <p>Questions and answer.</p>	<p>Effective communication.</p> <p>Appreciation</p> <p>Self -esteem</p>	<p>Reading</p> <p>Naming</p> <p>Spelling</p> <p>Drawing</p>	<p>Chalk board illustration</p>	<p>Mk Junior curriculum bk 1 pages 1 & 2</p> <p>Thematic curriculum page 14</p>	

		ROLES OF PEOPLE IN OUR SCHOOL.	3	Director – plans for the school. Headteacher – heads a school. Bursar- collects school fees. Secretary – Types school work.	Reads words and sentences. Constructs sentences and gives roles of people at school.	Discussion Explanation	Effective communication. Appreciation Interpersonal relationship.	Reading Constructing sentences about people and their roles. Matching people to their roles.	Chalk board illustration. Real life experience	Mk. Junior Curriculum book 1 page 3	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
1	OUR SCHOOL	Things found in the school environment	4	Things found in the school environment furniture - vehicles buildings – animals stationary – plants play ground – bell brooms - dustbins	Name things in our school environment. Draws things in our school environment.	Discussion explanation Excursion.	Self awareness Effective communication Identity.	Naming Drawing Identifying	School environment Chalk board illustration	Mk. Junior Lit., Book page 4 & 5 Tr's guide book page 87.	
		Uses of things found at school	5	Things and their uses brooms- for sweeping desks – for sitting on bell – for telling time. Dustin- for putting rubbish	Naming things and their uses. Matching Reading words.	Questions and answer Demonstration	Problem solving Self-esteem self awareness	Matching Identifying Reading Drawing	Real objects Chalk board illustration	Mk. Junior Lit. book 1 Pge. 6. Thematic curr. bk. 1 page 4	
2		Building at school.	1	Building at school. - Latrine / toilet - Kitchen - Classrooms - Offices	Naming Spelling the words Drawing	Excursion explanation	Self-awareness Identity Co-operation	Identifying Describing Naming Drawing	School environment	Mk. Standard S.ST book 1 page. 2	

		Uses of buildings at school	2	Building and their uses. Kitchen – for cooking from Latrine – for urinating and defecating in.	Reading Constructing sentences. - Matching	Discussion Explanation	Self –awareness Appreciation	Reading Naming	A chart showing building.	Curr. bk. 1 page. 4	
		People found at school & their places of work.	3	Headteacher Bursar office Secretary Deputy teacher - classroom matron - dormitory cook – kitchen	Identifying - Reading - Spelling - Matching	Discussion Guided discovery. -Question & answer	Critical thinking -Self awareness -Problem solving	- Spelling - Naming - Matching - Identifying - Relating	School environment	Curr. Book 1 pg. 4. Mk. Junior Lit. 1 pge. 2	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
3	OUR SCHOOL	Things found in classrooms and their uses.	4	Things and their uses. Chalk board- for writing chair- for sitting on. desk – for sitting on. Chalk – for writing on the chalkboard Duster- for cleaning the black board.	-Identifying - Naming - Drawing - Matching	- Brain storming. - Guided discovery. Demonstration	Effective communication Logic	Spelling Matching Demonstrating Identifying	Classroom environment	Mk. Junior Lit. book 1 Page. 6	
		Activities in our school.	5	School activities. Reading – writing Singing – Dancing Cleaning – learning playing	-Naming -Describing -Answering questions -Drawing	Demonstration guided discovery.	Co-operation Self-awareness Sharing	- Naming - Demonstrating -Answering questions	Real life experience	Mk. Junior Lit. book 1 page. 9	
		School symbols	1	Examples of school symbols. School motto School flag school uniform school mission	Naming school. Drawing school symbols Matching school symbols. Reading and spelling.	Discussion explanation Questions & answer	Effective communication. Critical thinking	Naming Drawing Matching Reading Spelling	Chart showing the school symbols.	Thematic curriculum Page. 15.	

		Uses of school symbols.	2	<p>School flag.</p> <p>Colours of the school flag</p> <ul style="list-style-type: none"> - red - white - Blue <p>Features on the school flag. – school badge</p> <p>School flag is used for identity.</p>	<p>Drawing school flag</p> <p>Naming colour on the school flag.</p> <p>Identifying features on the school flag.</p> <p>Stating the importance of the school flag.</p>	Brain storming Discussion	Appreciation Effective communication	<p>Drawing</p> <p>Naming</p> <p>Identifying</p> <p>Reading</p> <p>spelling</p>	Chalk board illustration Real symbols.	Thematic curriculum pag 14 – 15.	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
3	OUR SCHOOL	USES OF SCHOOL SYMBOLS	3	<p>school badge</p>  <p>Things found on a school badge.</p> <ul style="list-style-type: none"> - School name - School motto - School children <p>School badge is used for identity.</p>	<p>Drawing the school badge.</p> <p>Naming the school badge.</p> <p>Identifying features on the school badge.</p> <p>Stating importance of the school badge.</p>	<p>Discussion</p> <p>Explanation</p>	Effective communication	<p>Drawing</p> <p>Naming</p> <p>Identifying</p> <p>Reading</p> <p>Spelling</p>	Chart showing the school badge.	Thematic curriculum page 14.	

		SCHOOL SYMBOLS	4	<p>School sign post</p> <p>Things found on the school sign post.</p> <p>-school badge</p> <p>School name</p> <p>School motto.</p> <p>- Importance of school sign.</p> <p>-School sign post directs people to the school.</p> <p>-School sign post helps people to locate the school.</p>	<p>Drawing the school sign post.</p> <p>Identifying features on the school sign post.</p> <p>Stating importance of the school sign post.</p>	<p>Explanation</p> <p>Question and answer</p>	<p>Identity appreciation</p> <p>Effective communication</p>	<p>Drawing</p> <p>Identifying</p> <p>Reading</p> <p>Spelling</p>	<p>Chart showing the sign post.</p> <p>Chalk board illustration.,</p>	<p>Thematic curriculum Book 1 page 14.</p> <p>Monitor pupils book. page 41.</p>	
			5	<p>School uniform</p> <p>colours on our school uniform.</p> <p>Red, white, blue school uniform is used for identity.</p>	<p>Drawing school uniform.</p> <p>Stating importance of the school.</p> <p>Reading & spelling words.</p>	<p>Discussion</p> <p>Question and answer.</p>	<p>Effective communication</p> <p>Sharing ideas.</p> <p>Appreciation.</p>	<p>Drawing</p> <p>Reading</p> <p>Spelling</p> <p>Naming</p>	<p>The school uniform</p>	<p>The monitor pupils book 1 page 41.</p>	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
4	OUR SCHOOL	Ways of keeping the school clean.	1	<p>How to keep the school clean.</p> <p>-By sweeping the compound.</p> <p>- By picking rubbish</p> <p>- By mopping the classrooms</p> <p>By scrubbing the toilets.</p> <p>By slashing the tall grass.</p>	<p>Reading the sentences</p> <p>Spelling the words.</p>	<p>Guided discovery</p> <p>Demonstration</p> <p>Discussion</p>	<p>Cooperation</p> <p>Care</p> <p>Self awareness</p>	<p>Reading ways of keeping the school clean.</p> <p>Demonstrating how to keep the school clean.</p>	<p>Real life experience</p>	<p>Mk. Junior page. 8 -9</p> <p>Curriculum page 4.</p>	

		Things we use to keep school clean	2	Things we use to keep the school clean brooms for sweeping dustbin – for putting in rubbish. Rake- for collecting rubbish. water- for mopping rag- for mopping	Identifying the things we use to clean the school. Naming them. Drawing them. Stating their uses.	Brain storming Practical Discussion	Co-operation Logic Care	Reading ways of keeping the school clean. Practicing how we use them to clean the school.	Real objects i.e. dustin, brooms.	Mk. Junior page 8 -9 Curriculum page 14 -15.	
		Needs of the school	3	School ne.eds; food, furniture, water, building, text-books, pens, chalk, workers, vans etc.	Drawing the school needs. Naming the school needs.	Discussion Guided discovery	Appreciation Care Logic	Identifying the needs of the school. Drawing the school needs. Naming the	Real objects e.g. water, broom chalk etc.,	Mk. Junior page. 8 -9 Curr. book 1 page 14-15	
		School property	4	School property are things which belong to the school. like vehicles. furniture, computers, textbooks etc	Explaining school property. -Naming examples of school property. Drawing them	Brain storming Discussion self esteem	Self - esteem	Naming examples of the school property Drawing examples of sch. property.	Real objects	Mk. Junior Lit. Page 4.	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
5	Our school	Caring for the school property	1	How to care for the school property. -By dusting them -By painting -By repairing them -By not playing with them	Discussion Mention ways of caring the school property	explanation Discussion Demonstration	Effective communication Logic Care	Mention ways of caring for the school property. Demonstrating ways of caring for the school property	Real life experience	Curriculum book 1 page 14 – 15 Mk.. Junior lit. pag 4	

WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
		Neighbouring school.	3	<p>Neighbouring school.</p> <p>A neighbour is a person next to you.</p> <p>Examples of neighbouring schools</p> <ul style="list-style-type: none"> - His Grace P/s - Hajarrah P/s - St. paul P/s - Abraham P/s 	<p>Defining a neighbour.</p> <p>Identifying the neighbouring schools.</p> <p>Naming them</p> <p>Spelling</p>			<p>Defining a neighbour .</p> <ul style="list-style-type: none"> - naming the schools. - Spelling the names of schools. <p>Pronouncing the words.</p>	A chart showing examples of neighbouring schools.		
		Personal property	2	<p>Personal property are the things which below to me.</p> <p>Books, uniform, bag, shoes, plate, cup, sponge etc.</p> <p>How to care for personal property.</p> <ul style="list-style-type: none"> - By washing them. - By keeping them well. 	<p>Naming examples of personal property.</p> <p>Drawing them.</p> <p>Explaining how to care for them.</p>	<ul style="list-style-type: none"> - Explanation - Discussion 	<ul style="list-style-type: none"> - Care - Critical thinking - Identify 	<ul style="list-style-type: none"> - Naming examples the school property. - Drawing them. - Stating how to care for them 	<ul style="list-style-type: none"> - Real objects e.g. bags, uniform 	Curriculum book 1 page 15.	

WEEK	6	5
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THEME	Our school	
SUB-THEME	DANGERS ON THE WAY TO AND FROM SCHOOL	Important things on the ways to and from school.
PD	1	4
CONTENT	<p>Dangers on the road.</p> <ul style="list-style-type: none"> - Snake bites - Dog bites - Car accidents - Kidnapping - Falling off the tree - Insect bites - drowning 	<p>Safe ways of moving to and from school.</p> <ul style="list-style-type: none"> - Move in groups. - Cross from the Zebra crossing. - Do not play on the road. - Walk from the foot
COMPETENCES	<p>Identifying the dangers on the way to and from school.</p> <p>-Drawing them</p>	<p>Mentioning the examples of the things on the way to school.</p> <p>-Drawing them</p>
METHODS	<p>-Discussion</p> <p>Explanation</p> <p>guided discovery</p>	<p>Discussion</p> <p>Explanation</p>
VALUES & SKILLS	<ul style="list-style-type: none"> - Decision making - Problem solving 	<ul style="list-style-type: none"> - Creative thinking - Self awareness
PUPILS ACTIVITY	<ul style="list-style-type: none"> - Mention the dangers on the way to school. - Drawing the dangers 	<p>Demonstrating ways of moving safely on the road.</p>
T/AIDS	A chart showing some dangers.	Chalk board illustration
REF.	Mk. standard SST book 1 page 4 -6	Mk. Standard S.ST page. 5-7
REM		

6	OUR SCHOOL	Road signs	2	Road signs help / guide us on the road. -Examples of road signs. Traffic lights Zebra crossing	Identifying road signs Drawing the road signs Reading & spelling words Naming the road signs.	- Discussion -Explanation -Question & answer	-Effective communication -Sharing ideas -Appreciation -Care	-Identifying -Naming -Drawing -Reading -Spelling	Chart showing the road signs. Pupils books	Mk. book 1 page 7.	
	OUR HOME	People at home	3	A home is a place where we live. -Father and mother start a family. -People at home Father, mother, sister, brother, aunt, uncle., niece, nephew, grandmother, grandfather.	Defining a home. - Mentioning people who start a family. - Identifying people at home.	-Brain storming. Discussion Explanation	Self awareness Self esteem Cooperation - - -	Defining Naming Drawing members found in each family.	A chart showing members in each family.	Mk. Junior lit. pag 12. - Mk. standard SST 1 page 21-22 curriculum bk. 1 page 17	
WEEK	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM
		TYPES OF FAMILIES	4	Types of families. A family is a group of people related by blood or marriage. Types of families : Nuclear family is a family having mother, father and their children. - Extended family is a family having father, mother, children and relatives. - Relative in a family aunt, uncle, nephew, cousin, niece, grandparents Defining a family Naming the types of families Identifying relatives found in a family.		explanation Discussion Guided discovery.	Cooperation Naming Drawing members found in each family.		- A chart showing members in each family.	- Mk Junior page 12 - Mk. Standard SST I PAGE 21-22 - Curriculum book 1 page 17	

7	OUR HOME	basic needs of a family	4	Basic needs - water - food - shelter - clothes	Naming the basic needs of a family. Drawing the basic needs of a family.	Guided discovery. Explanation	Self- awareness Appreciation	-Naming the basic needs of family. Drawing the basic needs of a family.	Real objects . e.g. food , clothes	Mk. Standard SST 1 PAGE 26 - 45	
		Things that make up a good	5	A good home. - Main house - rack -Kitchen -Bathroom -Compound	- Naming the things which make up a good home.	Guided discovery. Discussion	Logic Care Effective Communication	Na min g the thi ngs	Pictures of the good home.	Mk. Junior Lit. book 1 page 15	
8		Other things found at home.	1	Things found at home utensils, iron box, lamp, chairs, tables, shoes, basins, mortar, axe, panga, rake, radio, brooms, kettle.	Naming the things found at home. Drawing the things found at home.	Discussion Explanation Guided discovery	Logic effective communication	Naming the things which make up a good home. Drawing them.	Pictures of things found at home.	Mk. Junior Lit. book 1 pg. 15. Mk. standard ssti page. 16 Cuuricu. bk 1 pg	
		Types of houses	2	Types of houses temporary houses permanent houses are houses built with weak materials. Examples hut, unipots, kiosk, tents Permanent houses are built with strong materials examples Bungalow, storeyed houses.	Identifying the two types of houses. - Spelling the types of houses - Drawing the different types of houses.	Guided discovery. - Explanation - Discussion	-Logic -Effective communication -Self awareness	- Identifying the types of houses. -Spelling the types of houses. Drawing the types of house.	School environment	- Mk. standard SST.1 PAGE 8-9 - MK. JUNIOUR BK 1 PAGE 11 - Curriculum page 18	
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8	OUR HOME	USES OF THE HOUSES	3	Use of the houses: They sleep in They protect us from bad weather They guard us from bad people To keep in our things.	Mentioning the uses of the houses. Reading the uses of the houses.	Brain storming Guided discovery	effective communication Appreciation	Mention the uses of houses. Reading the uses of houses	Real life experience	Mk. standard sst 1 page 14 -15. Curriculum book lit. 1 page 18	
		parts of a house	4	Parts of a house	Naming the parts of a house. - spelling the parts of a house. - Drawing the house	Brain storming Guided discovery	Effective communication Logic Self awareness	Naming the parts of a house Spelling the parts of a house. Drawing the parts of a house	Classroom Picture of a house - -	Mk. Junior pg. 11 Mk. standard sst. 1 page 12	
		Rooms in the house	5	Rooms in the house and their uses. -Bedroom – for sleeping in sitting room – Is where we sit Bathroom- Is where we bathe from Kitchen – Is where we cook from Dining room- Where we eat from.	Identifying the rooms in a house. Stating the use of each room.	Discussion	Self awareness Logic	Naming the rooms found in the house	Pictures of the rooms in the house.	Mk. Junior Lt. 1 page 6	
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9				OUR HOME									
	THEME	SUB-THEME	PD	Things found in each room Thin	1	Things found in the bedroom. beds, bed sheets wardrobe, mattresses, bedcover, clothes, sitting room. wall clock, mats, radio, television, chairs, tables, lamps, fan.	- Naming the things found in the bedroom. - Identifying the things found in the s	Guided discovery	Self awareness	Naming the things found in the bedroom. Identifying the things found in the sitting room. Drawing the things found in each room.	Pictures of the things found in the bed room.	Mk., Junior Lit. 1 page 16	
				2	Kitchen: Plates, knife, cups, firewood, water, mortar, charcoal stove, jerrycan,. saucepan. Dining room: chairs & tables,	Identifying the things found in the kitchen. - Naming the things found in the dining room	Guided discovery Brain storming	Effective communication Identity	Identifying the things found in the kitchen Drawing them	Pictures of the things found in the kitchen.	Mk. junior L.t. 1 page 17.		
				3	-By washing the utensils. -By washing clothes -By scrubbing the latrines -By sweeping the house -By repairing the broken furniture	Stating the ways of caring for the things in the home.	Brian storming explanation	Effective communication responsibility	Stating the ways of caring for the things in the home.	Chalk board illustration	Mk. Junior lit. 1 page 18-19		
				4	Types of building materials. Weak building materials. mud, reeds, grass, banana fibres, paprus, sticks, wooden poles	Identifying examples of weak building materials. Drawing weak building materials.	Guided discovery	Appreciation Self esteem	Identifying examples of weak building materials.	A chart showing weak building materials.	Mk. Junior Lit. 1 page 11 Mk standard sst I page 11		
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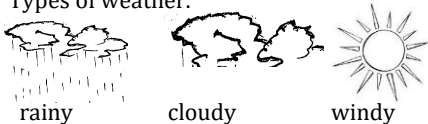
9	OUR HOME		Strong building materials.	5	Strong building materials. examples: - tiles, cement iron bars stones iron sheets sand bricks	Naming the examples of strong building materials.	Guided discovery	Critical thinking	-Drawing the strong building materials.	A chart showing strong building materials.	Mk. standard sst 1 page 12	
10			Sources of the building materials.	1	Material source nails, tiles, cement, iron sheets, iron bars, tarpaulins, paint } factory	Identify the materials made from the factory.	Explanation Guided discovery	Creative thinking	Identifying the materials made from the factory.	Real objects e.g. nails, iron sheets, timber, bricks		
	OUR COMMUNITY			2	Materials sources reeds -jungle, forest sand - swamps, lakes wood/timber-forest bricks- soil, mud, sand	Identifying the sources of building materials.	Guided discovery.	Logic Self awareness	Identifying the sources of building materials. Matching the sources of materials.	Objects e.g. sand,, stones	Mk. standard SST 1 PAGE 11	
	EXAMPLES OF COMMUNITIES		3	Examples of communities. A community is a group of people living or working together. examples: church community Mosque community Home community School community Bank community Hospital community	- Identifies the examples of community. - Drawing some examples of communities.	- Guided discovery - Explanation	Self awareness togetherness	- Drawing some examples of communities. - Naming examples of communities.	Pictures showing some communities.	- Mk standard sst 1 page - Thematic curriculum book 1 page 21		
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10	OUR COMMUNITY	people found in the community	4	people in the community Doctors – priest teachers – shop keepers carpenters-fishmongers mechanics – imam mwazin - butcher	Identifies the examples of community. Drawing some examples of communities.	Guided discovery. Brain storming	self esteem	-Naming people found at school -Drawing some people found in the community.	Illustrations	CUrriculum book 1 page 21	
		People and their work in the community	5	People's work in the community. Doctors – treat sick people. Teachers – teach people Carpenter – make furniture workshop mechanic – repairs vehicles. priests – preach in the church barbers – trims off hair.	Identifying people and their work	Explanation Discussion	Self awareness Care	- Drawing people and their activities . - Matching people to their work.	Real life experience	Curriculum book 1 page 21	
		Activities done in our community	1	Activities done in the community. -fishing – teaching mining, trading, farming, building, cattle keeping.	Identifying the activities done in the community. Reading the activities done in the community.	Brain storming Guided discovery. - -	Self –esteem Responsibility	Identifying the activities done in the community. Reading the activities done in the community.	Pictures showing some activities. -	Curriculum page 22.	
		Import ant places in our commu nity.	2	Examples of important places in the community. mosques, radio stations, homes, banks, schools, airport, shops, police stations, recreation centre	- Naming examples of important places. - Drawing the important places in the community	Guided discovery. Discussion	Self awareness	-Naming examples of important places. Drawing the important places in the community.	Pictures of important places in the community.	Curriculum book 1 page 22.	
WEE K	THEME	SUB-THEME	PD	CONTENT	COMPETENCES	METHODS	VALUES & SKILLS	PUPILS ACTIVITY	T/AIDS	REF.	REM

11	Our community	Use of important places in the community.	3	Place uses Hospital – for treating people. School- where we go to learn. Church – Is where we go for prayers Mosque- Where we go for prayers Shop- for trading Police station – for keeping peace and security. Recreation centres for resting Bank- where we keep our money safe.	Stating the uses of important places. Matching the important places.	Discussion Guided discovery Brain storming.	logic Self awareness	- Stating the uses of important places . - Matching the important places.	- Illustration	- Curriculum book 1 page 22.	
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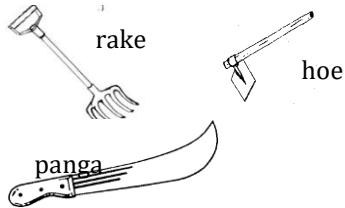
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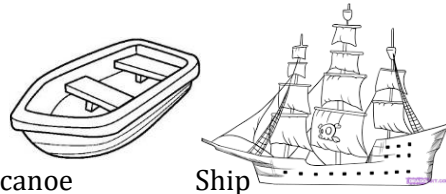

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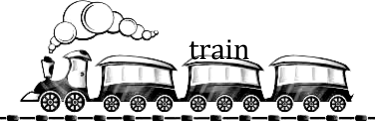
K			THEME							
1	1	weather	Types of weather	<p>Weather is the condition of atmosphere at a given time. Types of weather.</p>  <p>rainy cloudy windy</p> <p>Windy</p>	<p>Te learner; Defines weather names the types of weather</p> <p>Draws the types of weather.</p>	<p>Explanation</p> <p>Observation</p> <p>Discussion</p>	<p>Defining</p> <p>Naming</p> <p>Drawing</p>	<p>Decision making</p>	Chart showing the types	Junior literacy book page 2
	2		Elements of weather	<p>Elements of weather They can also be called aspects, factors or weather makers.</p> <p>Examples Rain, cloud cover, wind, humidity, sunshine, temperature.</p>	<p>The learner: Identifies different elements of weather.</p> <p>Name the elements of weather Recites rhyme about weather.</p>	<p>explanation</p> <p>Limitation</p> <p>Questions and answer</p>	<p>Identifying elements of weather.</p>	Effective communication	Chart showing the elements.	
	3			<p>Wind Wind is moving air Uses of wind It dries clothes It helps in winnowing It helps to light fire</p>	<p>The learner; Defines wind states uses of wind.</p>	<p>Explanation</p> <p>Questions and answer</p>	<p>Defining wind</p> <p>Stating uses of wind.</p>		Chalk board illustration	Thematic curriculum book 1
	4			<p>Dangers of wind</p> <ul style="list-style-type: none"> - It breaks trees - It destroys - It raises dust - It spoils diseases 	<p>The learner Identifies dangers of too much wind.</p>		<p>Identifying dangers of wind.</p>	Problem solving	A card showing the changes of wind.	
	5			<p>Things used on Windy weather</p> <ul style="list-style-type: none"> - Sunglasses <p>Activities we do</p> <ul style="list-style-type: none"> - Windy weather - Winnowing <p>Flying kites</p>	<p>The learner</p> <ul style="list-style-type: none"> - States things used on windy weather - Mentions activities done on windy weather. 		<p>Mentioning activities done on a windy day.</p>		A card showing activities done on a windy day.	
	1			<p>Rain The rain is the main natural source of water Uses of rain</p> <ul style="list-style-type: none"> - We get water - It makes soil soft - It reduces dust 	<p>The learner Identifies natural source of water.</p> <p>Mentions uses of rain.</p>		<p>Identifying the natural sources of water. Listing the uses of rain.</p>	Appreciation	A card showing the uses of rain.	
W K	PD	THEME	SUB - THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS	T/AIDS	REF

2	2	weather	Elements of weather	Dangers of too much rain. <ul style="list-style-type: none">- It causes floods- It causes landslide	The learner; <ul style="list-style-type: none">- States dangers of too much rain.	Explanation Observation	Stating the dangers of rain.		A card showing dangers of rain.	Thematic curriculum.
	3			Cloud Types of clouds Nimbus clouds stratus clouds Circus clouds Cumulus clouds Cumulo – nimbus clouds Nimbus clouds give us rain, The farthest clouds in the sky are the cirrus clouds.	The learner Identifies the types of clouds States the clouds that give us rain. States the farthest clouds in the sky.		Identifying the types of clouds. Observing the clouds.	Articulation Critical thinking	Chart showing types of clouds.	
	4			Uses of clouds They give us rain They protect us from direct sunshine. They make weather cool. Dangers of clouds <ul style="list-style-type: none">- They cause rain storm- They cause lightening- They cause are accidents.	The learner Lists the uses of clouds Identifies dangers of clouds		Listing the uses of clouds Identifying dangers of clouds	Acceptance Critical thinking	Chalk board illustration	
	5			Sunshine The sun is the man natural source of heat and light. The sun rises from East and sets from the west. Uses of the sun. <ul style="list-style-type: none">- It dries seeds- It dries clothes-	The learner; States the main natural source of light. Give the uses of sun.		Stating the main natural source of light. Giving uses of sun.		A chart showing uses of sun	
	3			Dangers of too much sunshine. It spoils eyes It kills animals, It dries young crops It makes soil hard	The learner states States dangers of too much sunshine.	Question and answer	stating dangers of too much sunshine.	Decision making	A chart showing dangers of too much sunshine.	
W K	PD	THEME	SUB - THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS	T/AIDS	REF

3	2	Weather	Elements of weather	Activities done on sunny weather - Clearing the land - Watering plants - Drying seeds - Harvesting crops Things used on sunny weather - hat - umbrella - sunglasses - vests	The learner - Identifies activities done on sunny weather - Mentions things used on sunny weather. - Draws things used on sunny weather.	Explanation Demonstration	Identifying activities done on sunny day. Drawing things used on a sunny day.	Immolation Creative thinking. Problem solving.	Work cards showing things we use to protect ourselves from too much sunshine.	Thematic curriculum.
				Activities done on rainy weather. - Planting - Digging - Weeding Things used on rainy weather; Umbrella, raincoat, gumboots.	The learner Identifies activities done on rainy weather. Draw things used on rainy weather.		Identifying activities done on rainy weather drawing.			
			Seasons	Seasons They are two types of seasons. i. Dry /sunny seasons ii. Wet / rainy season Activities done in a try season • Preparing land • Mulching • Harvesting crops • Watering plants Activities done in a wet season - Harvesting water - Planting - Digging - Wedding - Pruning - Thinning - Spraying	The learner; Name the seasons - Mentions the activities done in a dry season. - Mentions the activities done in a wet season.	- Explanation - Guided discovery - Discussion	- Naming the seasons - Mentioning the activities done in each season.	Critical thinking Awareness	A chart showing activities done in each season	Thematic curriculum. Junior literacy I
				Effects of bad weather. - death - drought - landslides - floods - managing weather - mulching gardens - Harvesting - watering crops -	The learner gives the effects of bad weather. Lists ways of managing weather.		Giving effects of bad weather. Listing ways of managing bad weather.		A card showing ways of managing bad weather.	
W K	PD	THEME	SUB - THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS	T/AIDS	REF

	4	Weather	Seasons	Garden tools These are tools used in the garden Examples of garden tools. 	The learner Gives examples of garden tools Draws garden tools.	Explanation Critical thinking	Defining garden tools naming garden tools.	Care	Real garden tool.	Thematic curriculum Junior literacy
	5			Uses of garden tools - Hoe - For digging. - Watering can - Form watering crops - Axe – For collecting rubbish - Basket – For harvesting - Slasher – For slashing - Sickle - For cutting grass - Forked – for digging couch grass.	The learner states the uses of garden tools.	Explanation guided discovery	Stating the uses of garden tool	care	A chart showing the uses of garden tools.	
2	1	TRANSPORT	Means of transport	Types of transport Definition The types of transport includes; - Road transport - Air transport - Water transport - Railway transport -	The learner; - Defines transport - Identifies and names the types of transport. - Reads and spells the words correctly. - Draws and names the types of transport.	- Guided discovery - Question and answer - Guided observation - Guided discussion	- Drawing the specific types of transport. - Naming the types of transport drawn.	Effective communication Fluency, confidence Accuracy	A wall chart showing the types of transport.	National primary school curriculum. Mk junior literary pupils book 1
				<u>Road transport</u> Road transport is the movement of people and goods on road. Means of road transport bus, lorry, bicycle, tax, tractor, motorcycle, donkey, horse, came.	The learner; Defines road transport Identifies and states the means of road transport. Draws and names the means of road transport.	Observation Question and answer. Guided discussion Illustration	Stating the means of road transport. Drawing and naming the means of road transport	Problem solving Finding solutions to different problems. Taking right decision	A wall chart showing the means of road transport. Our environment	
W K	PD	THEME	SUB - THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS	T/AIDS	REF

Mk. Junior literacy pupils book 1										
Our real life situation in the environment.										A wall chart showing the different means of transport.
- Effective communication - articulation										Critical thinking solutions to different problems. - Getting new idea.
Naming the road users. Giving the meaning of each road user. Drawing & naming of the road users.										Naming the means of water transport. Drawing and naming the means of water transport.
Brain storming. Guided discovery Question and answer										- Observation - Guided discovery - Question and answer - Illustration - Guided discussion
The learner: Names the road users. Defines/ explains the meaning of each road user. Draws and names some of the road users.										The learner; Defines water transport Suggests the means of water transport Draws and names the means of water transport.
The road users : The road users are people who use the roads to move from one place to another. Examples of road users. A pedestrian – Is a person who walks along the road. A driver – Is person who drives vehicles. Motorcyclist – Is person who rides a motorcycle. Cyclist – Is person who rides a bicycle.										water transport Water transport is the movement of people and goods on water. Means of water transport. Ferry, ship, canoe, boat, yacht  canoe Ship
Air transport Air transport is the movement of people and goods in air. Means of air transport. aeroplanes, helicopter, jet, rocket, parachute,  Rocket helicopter Aeroplane										The learner -Defines air transport - States the means of air transport. Draws and names some of the means of air transport.
TRANSPORT										
Means of transport										
3										
2										
W K										
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SUB - THEME										
CONTENT										
COMPETENCES										
METHODS										
ACTIVITIES										
SKILLS										
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Mk Junior literacy pupils book									
REF	T/AIDS	SKILLS	ACTIVITIES	METHODS	COMPETENCES	CONTENT	SUB - THEME	THEME	PD
	Real life situation in the environment	Critical thinking Finding solutions to different problems.	Stating the importance of transport. Drawing the importance of	Observation Guided discovery Guided discussion Question and answer	The learner Identifies and states the importance of transport.	Importance of transport <ul style="list-style-type: none"> - For carrying food - For carrying animals - For carrying water - For carrying building materials - For carrying clothes. 	Means of transport	TRANSPORT	
	Real life situation in the environment	Effective communication Fluency, accuracy, clarity confidence	Writing the different places for the different means of transport.	Guided discovery. Question & answer Guided discussion Observation	The learner States the places where we find the different means of transport. Writes the different places for the different means of transport.	Places where we find different means of transport. Means place aeroplane airport / airstrip helicopter airport / airstrip ship port /harbor boat landing site bus bus park taxi taxi park train railway station motorcycle stage			
	Flash cards	Problem solving Finding solutions to different problems	Naming the people who operate the different means of transport.	Guided discovery Brian storming Guided discussion Question and answer	The learner; Identifies the people who operate the different means of transport. Name s the people who operate the different means of transport.	People who operate means of transport Pilot – Flies aeroplanes Captain – Sails a ship Sailor - Sails a boat Driver – Drives vehicles Engine driver - Drives trains Cyclist - rides bicycles Motorcyclist – rides Motorcycles			
	A wall chart showing the means of transport.	<ul style="list-style-type: none"> - Fluency - Clarity - Confidence - accuracy 	Drawing and naming the means of railway transport	<ul style="list-style-type: none"> - Illustration - guided discovery - Guided discussion - Story telling 	The learner <ul style="list-style-type: none"> - Defines railway transport - Draws and names the means of railway transport. 	Railway transport Railway transport is the movement of people and goods on railway lines. Means of railway transport. 			
WK									

National primary curriculum															
Real objects															
Creative thinking															
Sharing															
Co-operation															
Real objects children will model crafts															
Creative thinking															
Apprecia tion															
Sharing															
T/AIDS															
REF															
6	1	Things we make	Things we make	Things made from banana fibres bags mats balls, ropes	Name things made from banana fibres	Observation	Naming things made from different materials	Creative thinking	Real objects						
	1			Things made from palm leaves mats hats bags brooms	List of things made from palm leaves			Children will make kites		Sharing					
	2			Things made from clay Pots plates, cups, bricks, Things made from threads Hats, kites, bags	State things made from clay. Listing things made from threads.			Children will observe things made.		Co-operation					
	3			Things made from wood Chair benches tables, desks, Things made from raffia baskets mats	Mention things made from wood. State things made from raffia			Children will make toys.							
	4			Things made from animal skins. shoes, bags, belts, Things made from wires toys, earnings	Identify things made from animal skins. List things made from wires.			Defining crafts. Giving examples of crafts.		Real objects children will model crafts	Creative thinking				
	5			Things we make with our hands are called crafts. Crafts we make at home. mats, bags, pots, bags, tables	Define crafts Give crafts made at home			Identifying play materials							
	7			1	Crafts at school Ropes, kites, balls, doormats.			List crafts made at school.		Identifying play materials	Sharing				
				2	Play materials balls, dolls, kites, ropes			Identify play materials. Draw play materials.		Identifying play materials					
W K	PD	THEME	SUB - THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	SKILLS	T/AIDS	REF					

National primary curriculum									
Junior literacy Thematic curriculum									
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T/AIDS									
SKILLS									
ACTIVITIES									
METHODS									
COMPETENCES									
CONTENT									
SUB - THEME									
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7	3	Things we make	Things we make	Things we make from sisal Door mats, ropes, bags. Things made from papyrus basket, bags, mats	List things made from sisal Name things made from papyrus	Observation	Listing materials used to make crafts. Children will make some crafts.	Real objects children will model crafts	Cooperation
	5			Where we get materials we use to make things. Sisal – sisal plants. banana fibres - palm leaves - swamp clay - swamp wood - tree	State the sources of materials used to make things.	Discussion	Stating the sources of materials used to make things.	Decision making	Chalk board illustration
				Importance of things we make. <ul style="list-style-type: none"> For decoration For playing with For home use 	Identify the importance of things we make.	Demonstration	Identifying the importance of things we make. Children will use brooms to sweep.	Critical thinking	
8	1 & 2	Peace & security	People who keep peace and security	Peace and security at home. Peace is living in harmony with others. Security: Is the state of being free from danger. Examples of people who keep peace and security at home. Father , uncle, Mother, aunt grand parents, children.	The learner Defines - peace - security	Explanation Discussion Questions and answer	Defining Naming Reading Spelling Giving examples of people	Effective communication Sharing ideas Critical thinking	The school , home and community environment.

Junior literacy Thematic curriculum									
The school , home and community environment.		Chart showing the religious leaders.		The school and home environment.		T/AIDS		REF	
Effective communication Sharing ideas Critical thinking		Effective communication Sharing		Effective communication Critical thinking core love		SKILLS			
Defining, Naming Reading, Spelling Giving examples of people who and keep peace &		Giving examples of religious leaders.				ACTIVITIES			
Explanation		Discussion		Questions and answer		METHODS			
Reads and spells words		The learners; Gives examples of religious leaders		States roles people who keep peace and security at home, school and in the community.		COMPETENCES			
People who keep peace and security at school		People who keep peace and security in the community		Examples of religious leaders.		Teachers			
<ul style="list-style-type: none"> Teachers prefects Gatekeepers Headteacher matrons cleaners 		<ul style="list-style-type: none"> Teachers Army Parents Religious leaders 		<ul style="list-style-type: none"> Bishops reverends pope priests imam nuns sheikh muazzin 		<ul style="list-style-type: none"> They provide rules They discipline children They guide children They counsel children. 			
Peace & security		People who keep peace and security in the community		8		3		1	
W K	PD	THEME	SUB - THEME	CONTENT					

Junior literacy Thematic curriculum									
REF	T/AIDS	SKILLS	ACTIVITIES	METHODS	COMPETENCES	CONTENT	SUB - THEME	THEME	PD
	Chalk board illustration	Critical thinking Sharing ideas Effective communication	Stating roles of keeping peace and security	Explanation Question and answer. Discussion	Reads and spells words.	Parents Enforce discipline Guide children counsel children provide family needs	People who keep peace and security in the community	Peace & security	2
						Police <ul style="list-style-type: none">Keep law and order.Disciplines peopleProtect people and their propertyGuide and counsel people			3
						Religious leaders <ul style="list-style-type: none">Preach word of GodGuide peopleCounsel people	4		
					The learner States roles of children in keeping peace and security	Children <ul style="list-style-type: none">Obey rulesreport wrong doersguide others	Roles of people who keep peace and security		
					Lists factors that promote peace and security in our home.	Factors that promotes peace and security in our home. Good relationship <ul style="list-style-type: none">Good relationshipLoveGood healthProtectionRespectObedience	Factors that promotes peace and sue		1
W K									

Thematic curriculum Junior Literacy							
Chalk board illustration	Chalk board illustration	Effective communication	Identifying causes of insecurity	Discussion	Identifies causes of insecurity in our home.	Causes of insecurity in our home. <ul style="list-style-type: none"> Poor relationship Poverty Diseases Stealing Beating 	causes of insecurity
Sharing ideas Appreciation	Naming effects of insecurity	Explanation	Names effects of insecurity	Discussion	Death Fear Hunger Divorce Poverty Loss of jobs. homelessness	effects of insecurity	
Sharing ideas. appreciation	Naming materials used to keep peace and security.	Explanation Discussion Questions & answer	The learner Names materials used to keep peace and security.	Explanation	Examples of materials used to keep peace and security; <ul style="list-style-type: none"> Panga axe spear arrows gun sticks 	Materials used to keep peace and security	
Chalkboard illustration	Appreciation	Naming importance of security.	explanation	Names importance of peace and security	Harmony Love Safety Care unity Respect	Importance of peace and security	
Peace & security							