**P.1 LITERACY LESSON NOTES FOR TERM I**

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our School**

**SUB THEME : People in our school**

**CONTENT : A school**

**COMPETENCES : A learner**

* Defines the word school
* Mentions the name of our school.
* Mentions titles of people at school.
* Spells, reads and pronounces words correctly.
* *Draws the picture of the school correctly.*

**METHODS**

* Orientation
* Guided discovery
* Question and answer

**CONTENT**

What is a school?

A school is a place where people go to learn.

The name of our school is Cornerstone Junior School.

**Neighbouring schools (oral)**

* Top care primary school
* Global Junior School
* Mukono boarding school
* Mukono Junior school

**Location of our school**

* Kitete village
* Mukono district
* Kayunga road

**(A PICTURE OF OUR SCHOOL)**

**Exercise**

1. A **\_\_\_\_\_\_\_\_\_\_\_** is a place where people go to learn.
2. Circle the name of our school.
3. Top Care Primary School
4. Cornerstone Junior School
5. Mukono Boarding School
6. Draw a school
7. In which village is cornerstone Junior school \_\_\_\_\_\_\_\_\_\_\_\_\_(kiyunga, kitete)
8. *Fill in the missing letters*

*Sch \_\_ \_\_ l cl \_\_ ss t \_\_ \_\_\_cher*

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**THEME : Our school**

**SUB THEME : People in our school**

**COMPETENCES : A learner**

* Writes names of people in our school and their titles.
* Reads, spells and pronounces words correctly.
* Fills in the missing letters

**METHODS:-**

* Observation
* Guided discovery
* Question and answer

**CONTENT**

**People at school**

**TITLES**

Director

Head teacher

Deputy Head teacher

Director of studies

Secretary

Bursar

Driver

Security

Cook

Assistant

Nurse

Librarian

Cleaners

**Learning areas taught in school**

English

Literacy

Luganda

P.E

R.E

Reading

Art and craft etc.

**Activities**

1. Listen and write …………………
2. *Draw people found at school*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Teacher* | Nurse | Head teacher |

1. *Who heads a school?*
2. *Give two learning areas taught at school.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**THEME** : Our school

**SUB THEME : People in our school**

**COMPETENCES : a learner**

* Identifies people in our school and their roles
* Matches people to their roles.
* Draws people doing their work.
* Reads, spells and pronounces words correctly

**METHOD**:-

* Guided discovery
* Observation
* Question and answer

**CONTENT: PEOPLE IN OUR SCHOOL AND THEIR WORK. (roles)**

At school different people do different type of work.

**Example**

Teachers - teach pupils

Head teacher - heads a school/ supervises all work

Director - owns a school

Cooks - cook food

Cleaners - clean the school

Bursar - collects school fees.

Drivers - drive the school van

Nurse - treats pupils at school.

Librarian - looks after school books in the library

Gate keeper - provides security

Matrons - take care of children in the dormitory

**EXERCISE**

**1. Listen and write ……………………..**

1 Match people to their work

Teachers - looks after children

Head teacher - treats sick people

Cooks - teach children

Bursar - heads a school

Nurse - drive the school vans

Drivers -cook food

Matron - Collects money

2: Draw the following people doing their work.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Teacher | Cook | Driver | Cleaner |

4. Why do pupils go to school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What is the name of your literacy teacher? \_\_\_\_\_\_\_\_\_\_\_\_

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| Date | Class | L. area |  |  |
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**THEME : Our School**

**SUB THEME : Activities in our school**

**COMPETENCES : A learner**

* Identifies activities done at school
* Reads, spells and pronounces the words correctly
* Draw different activities done at school
* States the importance of coming at school

**METHODS:-**

* Guided discussion
* Explanation
* Whole class discussion

**CONTENT: ACTIVITIES DONE AT SCHOOL**

These are the different things we do out while at school.

**Activities done by children**

* Sweeping the classroom
* Gardening
* Reading books
* Writing
* Playing with others
* Praying
* Sweeping the compound
* Caring for others
* Learning
* Drawing pictures
* Dancing
* Singing
* Modeling
* Picking rubbish
* Washing clothes/ plates
* Swimming

**Activities done by teachers at school**

* Teaching
* Guidance and counseling
* Disciplining children

**Importance of coming to school**

* We come to school to learn

**Exercise**

1. *Fill in the missing letters*

*sw \_\_ \_\_ ping r \_\_ \_\_ding pl\_\_ ying danc\_ng*

1. *Name the activities below*

**

*\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_*

1. *Why do you come to school?*
2. *Who teaches pupils at school?*
3. *State the importance of the people at school.*

*(a) teachers \_\_\_\_\_\_\_\_\_\_\_\_\_*

*Cooks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Cleaners \_\_\_\_\_\_\_\_\_\_\_\_\_*

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Things in our school**

**COMPETENCES : Learner**

* Gives examples of buildings in our school
* Spells the words correctly.
* Draws some of the buildings in the school.

**METHOD:-**

* Guided discovery
* Explanation
* Whole class discussion

**CONTENT: AT SCHOOL WE FIND DIFFERENT EXAMPLES OF BUILDINGS**

**Examples of buildings in our school are:-** ( out of classroom)

* Classrooms
* Latrines / toilets
* Kitchen
* Offices
* Store
* Dormitories
* Library
* Sick bay
* School canteen

.

**EXERCISE:**

1. Write down twobuildings in our school.

2. Fill in the missing letters.

1. Cl\_ssr\_ \_m
2. L\_trin\_s
3. S\_ck b\_y
4. K\_tch\_n
5. L\_br\_ry

3. Read and draw

*Latrine classrooms*

4. Of what importance is a kitchen at school?

5.Who is your class teacher?

6. Where do sick pupils go for treatment at school?

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Things in our school**

**COMPENTENCES : A Learner**

* Mentions classroom objects
* Draws the class room objects.
* Reads, spells and pronounces the words correctly
* Fills in the missing letter

**METHODS:-**

* Guided discovery
* Explanation
* Whole class discussion

**CONTENT**: **CLASS ROOM OBJECTS**:

There are different things found in class e.g. desks, benches, tables, black board, charts, bags, brooms, pencils, chairs, chalk, ruler etc.

Books, pens, blackboard, dustbin, bags, register, duster, reading cards, calendars

**EXERCISE:**

1. Name 4 things found in our class.
2. Draw and name things in our class.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Table | Bench | Chair | Broom |

1. Draw the following play objects

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | | |  | |  | |
| Balls | | Doll | | | Rope | | Toy car | |
| 1. Fill in the missing letters   P\_\_ncil bl \_\_ckb\_\_ \_\_ rd br \_\_ \_\_\_m   1. W:\2016 DOCUMENTS\drawings\all drawings others\broom.PNGOf what use are the objects below   W:\2016 DOCUMENTS\drawings\all drawings others\chair 3.PNG  \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ | | | | | | | | |
| Date | Class | | L. area |  | |  | |
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**THEME : Our School**

**SUB THEME :**

**COMPETENCES : A learner**

* 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

**METHODS:-**

* Guided discovery
* Brain storming
* Observation

**CONTENT: WORK PLACES OF PEOPLE AT SCHOOL**

Head teacher – office

Bursar – office

Secretary – office

Teacher – classroom

Cook – kitchen

Watchman – gate

Matron – dormitory

Librarian – library

Director – office

Nurse sick bay

**People found in class**

Teachers

Pupils

**Exercise**

1. **Match people at school and their work places**

Head teacher classroom

Matron kitchen

Teacher dormitory

Cook office

Gate man gate

1. **Mention 3 people found at school**
2. *Listen and write*
3. *Draw the following building*

*Kitchen \_\_\_\_\_\_\_\_\_\_\_ Classrooms\_\_\_\_\_\_\_\_\_\_\_\_*

5. On which road is your school found? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(kampala road, Gayaza road , Kayunga road)

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| Date | Class | L. area |  |  |
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**THEME : Our School**

**SUB THEME : Things in our school**

**COMPETENCES : A learner**

* Identifies the school needs
* Spells, read and pronounces words correctly
* *Fills in the missing letters*

**METHODS:-**

* Guided discovery
* Brain storming
* Observation

**CONTENT: SCHOOL NEEDS**

These are things we use at school.

**Examples**

Books, rulers, papers, tables, chair, benches, water, beds, food, rubbers, markers, pencils, classroom, pens, manilas etc

**Things used do keep the school clean**

Brooms, rake, brushes, water

**Exercise**

1. Identify these school needs

|  |  |  |  |
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|  |  |  |  |

1. Mention three things we use to keep the school clean

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. *Name the school building below*

(canteen, latrine)



1. *Pupils use a \_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_ to write*
2. *Which animal gives us milk? \_\_\_\_\_\_\_\_\_\_\_\_*
3. *Mention any two teachers found at school.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME : Our School**

**SUB THEME : Things in our school**

**COMPETENCES : A learner**

* Identifies the school symbols
* Learns the school motto
* Reads, spells and pronounces words correctly
* Draws the school symbols

**METHODS:-**

* Guided discovery
* Brain storming
* Observation

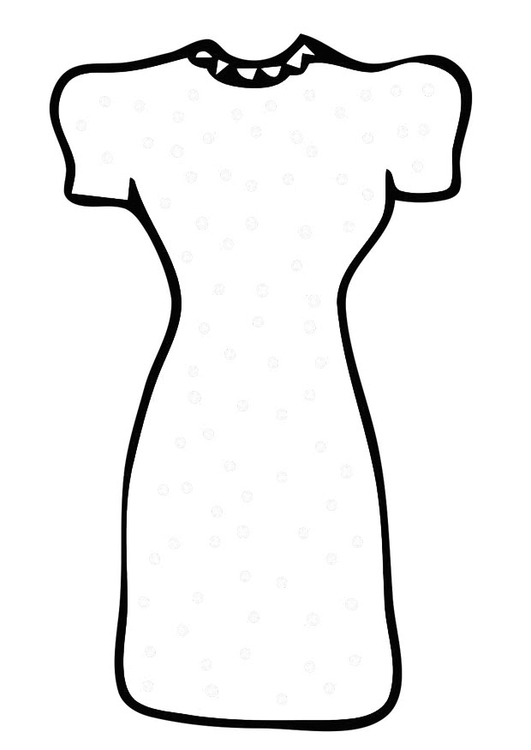
**CONTENT: SCHOOL Symbols**

These are things which make our school different from others

**Examples**

* School uniform
* School badge
* School flag
* School motto
* School anthem
* Sign post
* School name
* School mission

**Our school motto “Discover the Hidden Treasure”**

**Exercise**

1. Listen and write
2. Identify these school symbols





\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. Our school motto is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *What is the name of our head teacher?*
3. *Which school symbol direct people where the school is \_\_\_\_\_\_\_ ( school badge, signpost)*
4. *Tick our school motto\_\_\_\_\_\_\_( in God we trust, Discover the Hidden Treasure, Hard work pays*
5. *In which district is your district?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( Jinja, Mukono)*

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| Date | Class | L. area |  |  |
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**THEME : Our School**

**SUB THEME : Things on our way to school**

**COMPETENCES : Learners will**

* Mentions means they use when coming to school
* Draws different means they use when coming to school.
* Reads spells pronounces the words correctly

**METHODS:-**

* Guided discussion
* Explanation
* Whole class discussion

**CONTENT: MEANS WE USE WHEN COMING TO SCHOOL.**

There are different means we use when coming to school.

e.g:

* + By van
  + On foot
  + By motor cycle
  + By bicycle
  + By car
  + By taxis

**Things we see on our way to school**

* Cars
* Roads
* People
* Birds
* Animals
* Trees / Plants
* Buildings

**EXERCISE**

1. Write down two means used when coming to school

On \_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_

2. Name the following means used when coming to school.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

3. Draw one things you see when coming to school. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Fill in the missing letters

a) an \_mals

b) tr\_ \_ s

c) b\_ \_ ds

d) c \_ rs

**5. How do you come to school?**

**6. Who drives a school van?**

|  |  |  |  |  |
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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Dangers on our way to school**

**COMPETENCES : A Learner’s**

* Identifies different dangers on the way to school.
* Draws different dangers on the way to school.
* Reads, spells and pronounces the words correctly

**METHODS:-**

* Explanation
* Observation
* Question and answer

**CONTENT: DANGERS ON THE WAY TO SCHOOL**

Dangers are the problems we find on the way to school.

**Examples of these dangers are**

* Falling down
* Car knock
* Kidnapping
* Snake bite
* Motor cycle accidents
* Stepping on sharp objects
* Rape

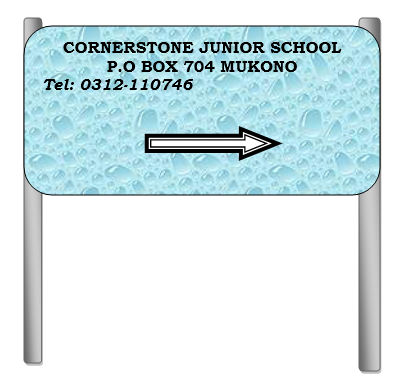
**EXERCISE**

1. *Listen and write \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_*
2. *Circle dangers on the way to school*

*Car knock sitting down kidnapping*

1. *Why do you come to school?*
2. *Read and draw*

*Car knock \_\_\_\_\_\_\_\_\_\_ snake bite\_\_\_\_\_\_\_\_\_\_*

*****5. Name the school symbols below*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THEME : OUR SCHOOL**

**SUB THEME : DANGERS ON OUR WAY TO SCHOOL**

**COMPETENCES : A Learner**

* Mention causes of dangers on our way to school.
* *Reads spells and pronounces the words correctly*
* *Fills in the missing letters correctly*

**METHODS:-**

* Demonstration
* Guided discovery

**CONTENT: CAUSES OF DANGERS ON OUR WAY TO SCHOOL.**

There are different causes of dangers on our way to school.

**Examples(causes)**

* Playing on the road
* Over speeding of cars
* Over loading of vehicles
* Walking in bushy areas
* playing with sharp objects
* Careless walking.

**Dangers on the way to school**

* Snake bite
* Dog bite
* Falling down
* Cuts
* Motorcycle accident
* Electric shock

**EXERCISE**

1. Listen and write\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
2. Name three dangers on our way to school. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_
3. Draw children playing on the road.
4. A \_\_\_\_\_\_ is a place where pupils go to learn.
5. What is your name?\_\_\_\_\_\_\_\_\_\_\_\_
6. Which school symbol is found on your uniform?\_\_\_\_\_\_\_\_\_
7. Why do we wear school uniforms?

\_\_\_\_\_\_\_\_ ( to dance, to look smart)

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Road signs**

**COMPETENCES : A Learner**

* Defines road signs
* Identifies road signs
* Draws road signs
* Reads, spells and pronounces the words correctly

**METHODS:-**

* Observation
* Guided discovery

**CONTENT: ROAD SIGNS**

What are road signs?

These are symbols which guides road users.

**Examples of road signs.**

* Zebra crossing
* Stop
* School ahead
* Railway crossing
* Humps a head
* Round about
* Parking
* Danger ahead
* No parking

**EXERCISE:**

1. Name these road signs



**\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_**

1. *Write the name of your head teacher*

*(doctor Faith, Madam immaculate, Tr. Christine )*

1. ***Who heads a school?***
2. *Where do school children cross a busy road? \_\_\_\_\_\_\_\_ ( parking, zebra crossing)*

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Road signs**

**COMPETENCES : Learner’s will:-**

* Draw the traffic lights
* Identify the traffic lights
* Tell the meaning of each colour.

**METHODS:-**

* Observation
* Explanation
* Guided discovery

**CONTENT:** **TRAFFIC LIGHTS**

Traffic lights are signs which guide the road users on how to control their movements on the road depending on colour shown.

There are three colours of the traffic lights.

Red means stop

Orange means get ready

Green means go

**EXERCISE.**

1. Listen and write
2. Shade the traffic lights
3. Match the traffic lights to their meanings.

Red go

Orange stop

Green get ready

1. How many colours has a traffic light?

The traffic lights has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colours

5. How do we call a person who work in the library? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cook, librarian)

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| Date | Class | L. area | No. of children | Time |
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**THEME : Our school**

**SUB THEME : Road signs**

**COMPETENCES : A Learner’s will:-**

* Identifies bad acts on the road.
* Fills in the correct answers in structured farm

**METHOD**: -

* Question and answer
* Explanation
* Guided

**EXERCISE**

**Structured questions**

**Fill in the missing words**

1. Running on the …………………………..(wall, road)
2. Not following road signs \_\_\_\_\_\_\_\_
3. Over load \_\_\_\_\_\_\_\_\_\_ vehicles
4. Jumping off from moving ……………………..(car, book)
5. Playing on the ………………………………….(pen, road)
6. Climbing ………………………...along the road (tent, trees)

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**THEME : Our home**

**SUB THEME : People in our home**

**COMPETENCES : Learner’s will:-**

* Define the term home
* State things that make up a home
* Draw a picture of a home

**METHODS:-**

* Guided discovery
* Explanation
* Observation

**CONTENT**: **OUR HOME**.

What is a home?

A home is a place where people live or stay.

What is a homestead?

It is a home and its surroundings

(**Draw a picture of a home)**

****

**Latrine**

**kitchen dust bin**

**Things that make up a home**

* A house
* Kitchen
* Latrine
* Rack
* Dust bin

**EXERCISE**:

1. Listen and write
2. What is a home?

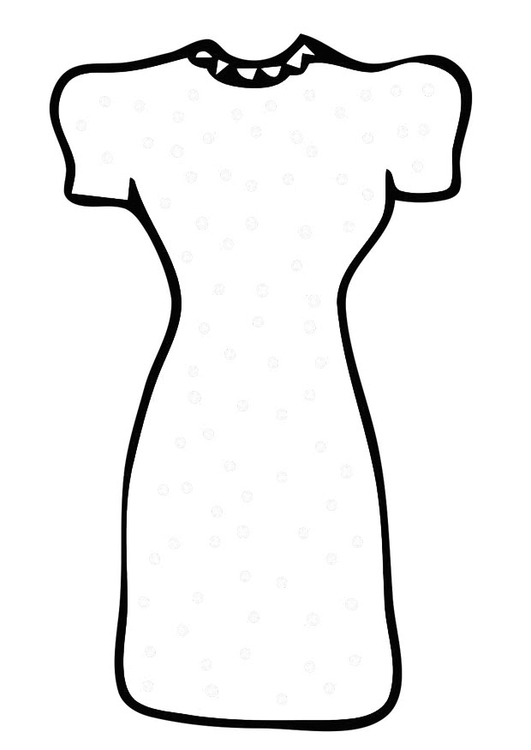
A \_\_\_\_\_ is a place where people live or stay.

A\_\_\_\_\_\_ is a home and its surroundings.

1. Draw a home and its surroundings

**End of theme text (Our School)**

1. *A \_\_\_\_\_\_ is a place where people go to learn ( hospital, school)*
2. *Who heads a school?*
3. *Write the name of your head teacher*
4. *\_\_\_\_\_\_\_\_ Madam Faith, Madam Immaculate )*
5. *Name the school symbols below*



1. *Why do you come to school?*
2. *Underline people found at school*

*teacher baby matron nurse priest*

1. *At school, we buy eats from the \_\_\_\_\_\_\_\_\_ ( kitchen, canteen)*
2. *Name the school needs below*

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| --- | --- | --- | --- |
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|  |  |  |  |

1. *Name the road signs*

**

1. *Who teaches pupils at school?\_\_\_\_\_\_\_\_\_*
2. *Write the name of your school\_\_\_\_\_\_\_\_\_\_\_*
3. *Write your school motto*

*( in God we trust Discover the Hidden Treasure*

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**THEME : Our Home**

**SUB THEME : People in our home**

**COMPETENCES : A Learner**

* Defines basic needs of a family
* Reads, spells and pronounces words correctly
* Draws the basic needs at home

**METHOD**:-

* Guided discovery

**CONTENT: Basic needs at home**

These are things that man cannot live without.

**Examples**

Food, water, shelter, clothes, medical care

**Exercise**

1. Listen and write
2. A \_\_\_\_\_\_ is a place where people live

**3.**Draw these basic needs of man.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **house** | **food** | **water** | **clothes** | **Medicine** |

1. Write three thing that make up a home \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
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**THEME : Our Home**

**SUB THEME : Family**

**COMPETENCES : Learner’s will:-**

* Define a family.
* Mention types of families
* Define a nuclear family
* Give examples of members found in nuclear family.

**METHOD**:-

* Guided discovery
* Explanation
* Question and answer
* Role play

**CONTENT: A FAMILY**

A family is a group of people related by blood or marriage.

There are two types of families i.e. Nuclear and Extended family.

**People who begin a family**

*Husband and wife*

**Nuclear family**

This is a family where we find father, mother and theirown children.

**Examples of people in a nuclear family**

- Father - Mother

- Sister - Brother

- Baby

The youngest member of a family is a baby.

**EXERCISE**

1. Listen and write \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

2. What is a nuclear family?

2. Draw these people in a nuclear family.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Father | Mother | Sister | Brother |

3. Fill in the missing letters

m\_th\_r f\_th\_r s\_st\_r br\_th\_r

1. *Which two people start a family?*
2. *Who is the youngest member in the family?*

|  |  |  |  |  |
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| Date | Class | L. area | No. of children | Time |
|  | P1Y | Literacy |  |  |

**THEME ; Our home**

**SUB THEME : Family**

**COMPENTENCES : A learner**

* Defines an extended family
* Lists members of an extended family
* Draws and name members of an extended family.

**METHODS**:-

* Discussion
* Explanation
* Question discovery
* *Observation*

**CONTENT: - EXTENDED FAMILY**

This is the family where we find mother, father, children and their relatives.

People found in an extended family.

These are;

father uncle mother grand father sister

grand mother brother cousin baby nephew

aunt niece

**EXERCISE**

1. List down five people found in an extended family. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_

2. Draw the following people in an extended family.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Grand father | Grand mother | Uncle | Aunt |

3. Fill in the missing letters

aun\_ n\_ph\_w

br\_th\_r gr\_nd\_other

s\_st\_r

4. Who heads of a family?

5. Of what importance is chalk in the classroom? \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Roles and responsibilities of different family members**

**COMPETENCES : A learner**

* States the activities done at home
* Reads, spells and pronounces words correctly
* Draws people at home doing work

**METHODS**:-

* Guided discussion
* Discovery

**CONTENT: ACTIVITIES DONE AT HOME**

**These include:**

* cooking food
* milking cows
* washing clothes
* pounding g/ nuts
* grinding
* digging
* peeling food
* slashing the compound
* mopping the house
* breast feeding
* sweeping the house
* ironing clothes

**Exercise**

1. Read and draw the activities below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cooking | Washing | Digging | Slashing | Grinding |
|  |  |  |  |  |

1. Listen and write
2. Write the name of your class teacher
3. Who breast feeds the baby \_\_\_\_\_\_\_\_ ( father, mother)

5. What does a teacher uses to teach in a class? \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Roles and responsibilities of different family members**

**COMPETENCES : A Learner**

* States the roles of people at home
* Reads, spells and pronounces words correctly
* *Fills in the missing letters*

**METHODS**:-

* Guided discussion
* Discovery
* *Question and answer*

**CONTENT: ROLES OF PEOPLE FOUND AT HOME**

**Father is the head of a family**

**Roles of a father in a home**

* Father pays school fees
* Fathers buys clothes
* Father disciplines children

**Roles of a mother in a home**

* Mother cooks food
* Mother disciplines children
* Mother prepares food
* Mother cleans the home

**Activity**

1. Listen and write \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_
2. Who is the head of a family?
3. Underline the roles of children in a home

Fetching water, preparing food, mopping the house, discipline children

1. Draw your mother cooking food \_\_\_\_\_\_\_\_\_\_\_\_\_
2. Who pays school fees? \_\_\_\_\_\_\_\_\_ (brother, father)
3. We use a \_\_\_\_\_\_\_\_\_\_\_ to rub the chalkboard.

**CONTENT: ROLES OF CHILDREN IN A HOME**

**Roles of children in a home**

* Children fetch water
* Children sweep the compound
* Children mop the house
* Children carry the babies
* Children wash utensils
* Collecting firewood

**EXERCISE**

1. Match correctly

Mother washes utensils

Father cooks food

Sister buys food

Brother fetches water

1. Read and draw

David slashing the compound

Mary is washing clothes

The boy is fetching water

1. Fill in the missing letters

c \_\_ \_\_\_king f \_\_\_tching

1. Who looks after children in the family?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things found in our home**

**COMPETENCES : A Learner**

* Mentions things found at home
* Draws and names things found at home.
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided Discovery
* Group discussion
* Brain storming

**CONTENT: THINGS FOUND IN OUR HOME**

There are many things we find at home among these include:-

* chairs
* televisions
* cups
* knife
* plates
* cupboard
* tables
* granary
* fridges
* winnower
* mats
* baskets
* radios
* bucket
* stools
* beds
* house
* latrine
* plate stand

**Things found near our homes**

* trees
* garden
* road
* animals
* houses
* plants
* grass

**EXERCISE:**

1. **Listen and write**
2. List down four things we find at home.
3. Draw these things we find at home.

|  |  |  |  |
| --- | --- | --- | --- |
| Chair | Mat | Cup | Knife |
|  |  |  |  |

1. Name these things we find at home.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

1. Fill in the missing letters

gran\_ry rad\_o t \_ bl\_

ch\_ \_ r m\_t pl\_t\_

1. Tick things found near our home

Trees tables roads beds gardens

**LESSON EVALUATION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things in our home**

**COMPETENCES : A learner**

* Identifies use of different things in our home.
* Matches things to their uses
* Writes the uses of different things at home.
* Reads, spells and pronounces the words correctly

**METHODS:-**

* Guided discovery
* Group discussion
* Brain storming

**CONTENT: USES OF THINGS AT HOME**.

Things at home have particular uses e.g.

Mat - for sitting on.

Granary - for storing harvested food

Knife - for peeling and cutting

Plate - for eating on

Radio - for communication

Chair - for sitting on

Pot - for keeping drinking water

Television - for entertainment

Saucepan - for cooking

Jerry can - for carrying water

Latrine – for defecating in

Urinal - for urinating in

**EXERCISE**

1. Match things to their uses

mat eating on

granary keeping water

radio sitting on

pot storing food

plate communication

2. Write the uses of the objects below





1. Listen and write

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things at home**

**COMPETENCES : A learner**

* Identifies the things they use for playing.
* States the dangerous objects at home.
* Draws the play objects and dangerous objects at home
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Explanation
* Question and answer

**CONTENT**:- **OBJECTS WE USE FOR PLAYING AT HOME**

At home we use various objects for playing and these include:-

* balls
* kites
* ropes
* toy cars

* bicycles
* counters
* dolls
* balloons

**Dangerous objects at home.**

At home in our daily life we find dangerous objects which damage our bodies these are:-

* Broken bottles
* Safety pins
* Broken glasses
* Knives
* Razor blades
* Nails
* Poison
* Medicine
* Hot plates / metals

**Common accidents faced at home.**

***An accident is a sudden happening that may cause harm/ injury to the body.***

* falls
* dog bites
* poisoning
* cuts
* burns
* snake bites

**EXERCISE**

1. Listen and write.

2. Draw these things we use for playing

|  |  |  |  |
| --- | --- | --- | --- |
| Balls | Doll | Rope | Balloon |
|  |  |  |  |

3. Fill in the missing letters

t \_ y cars r \_ pe doll b \_ll

4. Circle dangerous objects

Knife, ball, nail razorblade

5. How dangerous is fire to children

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things found in our home and their uses**

**COMPETENCES : A learner**

* + Defines a house
  + Draws and names parts of a house
  + States the uses of different parts of a house

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: A HOUSE**

**Ahouse**

A house is a building where people live and keep their property

**PARTS OF A HOUSE**

Roof

Ventilators

Window

Door

Verandah

**THINGS WHICH A GOOD HOUSE MUST HAVE**

Ventilators –

Roof –

Window –

Verandah –

Door –

**USES OF PARTS OF A HOUSE**

Ventilators –remove warm air from the house

Roof – covers the house from rain and sunshine

Window – allow light and cool air in house

Verandah – Protects the house from water

Door – to get in and out

* **Allows light and cool air in the house**

**EXERCISE**

1. Name the parts of a house

2. Match correctly

door covers the house

verandah to get in and out

roof for sitting on

3. Who heads a family

Which part of the house protect us from rain and sun.

4. State the importance of a house. \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things found in our home and their uses**

**COMPETENCES : A learner**

* + Mentions the two types of houses
  + Defines permanent houses and gives examples
  + States and identifies materials used to build permanent houses
  + Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: TYPES OF HOUSES**

There are two types of houses

1. Permanent houses
2. Temporary houses

**Permanent houses**

These are houses built using strong materials and last for a long period of time

**Examples of permanent houses**

Flat Bungalow

**Materials used to build permanent houses**

* tiles
* cement
* bricks
* wooden poles
* iron sheets
* stones
* timber
* water
* iron bars
* sand
* nails

**Exercise**

1. **Circle the materials used to build a permanent house**

stones snake pencil

tins water cement

soil timber iron sheets

1. Match a word to a picture

nails

iron sheets

bricks

stones

1. Listen and write
2. Name the house below



**\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_**

**5.** Which school symbol is found on a uniform?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Things found in our home and their uses**

**COMPETENCES : A learner**

* + Defines temporary houses and gives examples
  + Draws temporary houses
  + States and identifies materials used to build temporary houses
  + Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: TEMPORARY HOUSES**

These are houses which built using weak materials and last for a short period

**Examples of temporary houses**

Hut kiosk

Tent unipot

**Materials used to build temporary houses**

e.g. a hut

* Grass
* Mud
* Wood en poles
* Reeds
* Clay soil
* Banana fibres

**Activity**

1. **Listen and write**
2. **Name these houses**

|  |  |
| --- | --- |
|  |  |
|  |  |

1. **Tick the temporary houses**

hut flat kiosk unipot bungalow tent

1. Name two materials used to build a hut
2. Which building material can be used to build a hut? \_\_\_\_\_\_\_\_\_
3. Draw to show sand.\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Sources of building materials**

**COMPETENCES : A learner**

* + States sources of building materials
  + States the importance of houses
  + Reads, spells and pronounces words correctly
  + Matches materials and their sources

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: SOURCES OF BUILDING MATERIALS**

* cement – factory
* bricks – soil
* nails – shop
* iron sheets – factory
* mud – soil
* sand swamp
* timber – forest
* banana fibres – garden
* reeds – bush
* grass – bush

**Why do people need houses (importance of house?)**

* House protect people from wild animals
* Houses protect people from bad people
* People need houses to sleep in
* People need houses to keep their property
* *Houses protect from rain and sunshine*

**Activity**

1. *Listen and write*
2. Match materials and their sources

Banana fibres factory

Cement forest

Timber shop

Bricks garden

1. *Tick uses of a house*

*For sleeping for eating for protection*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Rooms found in the house**

**COMPETENCES : A Learner**

* + Mentions the rooms found in our house and things found in each room
  + Reads, spells and pronounces words correctly
  + *Tell the importance of rooms found in the house*

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: Rooms found in the house**

* The sitting room
* The dining room
* The bed room
* The kitchen
* Study room
* Garage

**A KITCHEN**

**What is a kitchen?**

A kitchen is a place where food is prepared

**Things found in the kitchen**

* saucepans
* kettle
* knife
* firewood
* charcoal
* basket

**A dining room**

What is a dining room?

This is a room where meals are served

**Things found in the dining room**

* tables
* cups
* plates
* sink
* chairs
* utensil
* flask
* food
* table mats

**A BED ROOM**

What is a bed room?

A bedroom is a room where people sleep

**Things found in a bed room**

* bed sheets
* bed
* blanket
* mattress
* wardrobe

**SITTING ROOM**

This is a room where we sit

**THINGS FOUND IN A SITTING ROOM**

Chairs

Tables

Television

Carpet

**Exercises**

1. Write any four rooms found in our house
2. Draw the following things found in the kitchen

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| kettle | saucepan | knife | Mingling stick | Basket | Stool |
|  |  |  |  |  |  |

1. People bathe in the \_\_\_\_\_\_\_\_\_
2. A \_\_\_\_\_\_ is a place where food is prepared ( sitting room , kitchen) (
3. Match things to their rooms

Sauce pan bathroom

Chair bedroom

Blanket sitting room

Soap / sponge kitchen

1. In which room do we find beds and a mosquito net?

7. Mention three things found I the sitting room \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

8. circle things found in the bed room etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUB THEME : Ways how we can care for our houses**

**COMPETENCES : A Learner**

* + States ways of caring for our homes
  + Reads, spells and pronounces words correctly
  + Draws people cleaning homes

**METHODS**:-

* Guided discovery
* Brain storming
* Demonstration

**CONTENT: WAYS OF CARING FOR OUR HOMES**

* **(Children read and draw pictures)**
* Slashing the compound
* Mopping the floor
* Washing utensils
* Removing cob webs
* Throwing rubbish in the rubbish pits
* Covering pit latrines
* Sweeping the compound

**EXECRISE**

1. *Listen and write*
2. State two ways of caring for our home.
3. Read and draw

Mother is washing utensils

Kato is sweeping the compound

Father is slashing the compound

1. Fill in the missing letters

Sl\_\_shing sw\_\_ \_\_ping c\_\_mpound ut\_\_nsils

1. Draw these things in a bed room

Blanket mosquito net

1. *What do people use to mop the house*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  | P1Y | Literacy |  |  |

**THEME : Our home**

**SUB THEME : Animals in our home**

**COMPETENCES : A learner**

* Defines domestic animals
* Identifies domestic animals
* Draws and names domestic animals
* Reads, spells and pronounces words correctly

**METHODS:-**

* Guided discovery
* Observation
* Question and answer

**CONTENT: ANIMALS KEPT AT HOME**

Animals kept at home are called **domestic animals.**

Domestic animals are animals kept at home

**These include:-**

goats donkey dogs cats horse cows

sheep pigs rabbits etc …

**Importance of domestic animals**

Dogs - guard our homes

Horses and camels – provide transport

Cats – chase away rats

We get meat from them

We sell them and get money

We get skins and horns in them.

**EXERCISE:**

1. Fill in the missing letters

c\_w d\_g g\_ \_ t h\_rse

c\_mel r\_bbit sh\_ \_p.

2. What are domestic animals? \_\_\_\_\_\_\_\_ are animals we keep at home

3. List down any three domestic animals

4. Draw these animals

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| cat | cow | goat | pig |

5. Match correctly

**Animals uses**

cow transport

horse guards our home

dog meat

sheep chase rats

cats wool

I am a domestic animal. I guard people’s homes.

Who I am i? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. How is horse useful to man**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**BUB THEME : Animals in our home**

**COMPETENCES : A learner**

* Matches animals and their products correctly
* States ways of caring for domestic animals
* Reads, spells and pronounces words correctly

**METHODS**:-

* Question and answer
* Explanation
* Guided discovery

**CONTENT: THINGS WE GET FROM ANIMALS**

cow – milk, beef,skins and horns

goat – goat meat, milk and skin

horse – transporting people and their things

rabbits – meat and skin

sheep – meat (mutton) and wool.

pig –pork

**WAYS OF CARING FOR DOMESTIC ANIMALS**

* Giving them food
* Giving them water for drinking
* Treating sick animals
* Cleaning their houses every day

**EXERCISE.**

1. How are these animals important to us.
2. A cow \_\_\_\_\_\_\_
3. A pig \_\_\_\_\_\_\_\_\_
4. Write two things we get from a cow.
5. Which animal guards our home?
6. What is a horse used for?
7. Name these things we get from animals.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

(Milk, skin, meat)

6. Name two types of families.

(i)

(ii)

(School, nuclear, hospital, extended)

7. Give one importance of a driver in a community.

**LESSON EVALUATION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUBTHEME : Birds in our homes**

**COMPETENCES : A learner**

* Defines domestic birds
* Gives examples of domestic birds
* Identifies things we get from domestic birds
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Brain storming

**CONTENT: BIRDS IN OUR HOMES / DOMESTIC BIRDS.**

What are domestic birds?

These are birds kept at home.

**Examples of domestic birds are as follow.**

* hen
* pigeon
* duck
* turkey
* Guinea fow

**THINGS WE GET FROM BIRDS (Importance of domestic birds )**

Chicken, eggs, turkey, feathers

**EXERCISE**

1. What are domestic birds?

These are \_\_\_\_\_\_ we keep at \_\_\_\_\_\_

2. Write three examples of birds kept at home

3. Name these things we get from birds



\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Draw these birds kept at home

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_ | Turkey | Dove | Duck |

5. Fill in the missing letters

d\_ck d\_ve turk\_y h\_n

1. Which bird gives us chicken? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why do people keep birds ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUBTHEME : Plants we grow at home**

**COMPETENCES : A learner**

* Identifies some plants grown at home
* Reads, spells and pronounces words correctly
* Draws some plants grown at home

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: PLANTS WE GROW AT HOME.**

* Maize plant
* Guava plant
* Banana plant
* Mango plant
* Flowers
* avocado plant
* Bean plant
* Pineapple plant
* Cassava plant
* Pawpaw plant

**IMPORTANCE OF PLANTS**

* We eat them as food
* We sell them and get money
* We use some of them for decoration
* We use some of them as building materials
* We get flowers
* We get local medicine
* We get shade

**EXERCISE**

1. List and write

2. Draw these plants we grow at home

|  |  |
| --- | --- |
| Banana plant | Mango plant |
|  |  |
| Pineapple plant | Sugarcane plant |
|  |  |
| Paw paw plant | Cassava |
|  |  |

3. How are plants important to people ?

We get \_\_\_\_\_\_\_\_\_\_\_

We get \_\_\_\_\_\_\_\_\_\_\_\_

1. Identify two plants where we get fruits
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
|  |  |  |  |  |

**THEME : Our home**

**SUBTHEME : Plants we grow at home**

**COMPETENCES: A learner**

* Identifies the garden tools
* Reads, spells and pronounces words correctly
* Draws and names the garden tools
* Matches garden tools and their uses

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: GARDEN TOOLS**

**Garden tools.**

These are tools we use in the garden.

**Examples are:-**

* hoe
* spade
* panga
* basket
* rake
* wheel barrow
* knife
* slasher
* axe

**Garden tools and their uses**

Hoe : digging

Axe : for splitting wood / For big cutting trees

Basket : for carrying things

Watering can : for watering plants

Rake : for collecting rubbish

Knife : for cutting

Wheel barrow : for carrying rubbish and food

Panga for cutting small trees

Slasher for slashing tall grass

Trowel : for transporting

Sickle : for cutting grass

**EXERCISE**

1. Write four tools we use in the garden.

2. Draw these garden tools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| wheel barrow | basket | knife | rake | hoe |

4. fill in the missing letters.

h\_e p\_ng\_ kn\_f\_

r\_ke sp\_de bask\_t

**5. Match garden tools to their uses**

Collecting rubbish

Cutting small trees

Digging

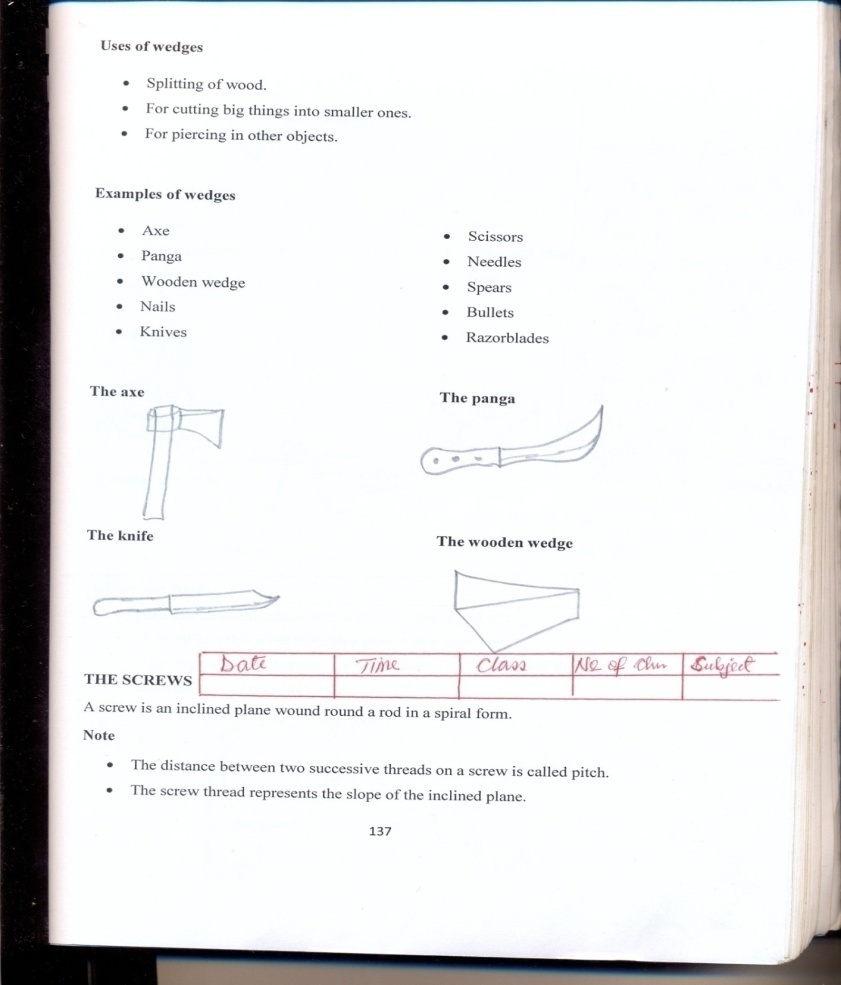


Cutting g things

Splitting

Cutting big trees

Carrying things



1. ***Write the name of your literacy teacher***
2. ***Name three examples of fruits.***

(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am a garden tool. People use me for peeling food. Who am I ?

**End of theme test ( our home)**

1. *A \_\_\_\_\_\_\_\_\_ is a place where people live.*
2. *Circle things which make a good home*

*house food dustbin latrine cups*

1. *Who heads a family?*
2. *Draw the four basic needs*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Shelter* | *Food* | *clothes* |

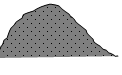
1. *Match people to their roles*

*Father looks after children*

*Children buys food*

*Mother fetch water*

1. *Name the building materials*

**

1. *Underline temporary houses*

*Tent flat kiosik hut bungalow*

1. *Draw a flat*
2. *Which animal guards our homes?*

*From a cow we get \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_*

1. *Draw the domestic birds below*
2. *Which animal gives us*
3. *pork*
4. *wool and mutton*
5. *goats meat*
6. *\_\_\_\_\_\_\_\_\_\_\_\_\_ chases away rats. (horse, cat)*

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**THEME : Our community**

**SUBTHEME : People in our community**

**COMPETENCES : A learner**

* + defines a community
  + identifies people in our community
  + states examples of community
  + reads, spells and pronounces words correctly
  + draws some communities and people in our community

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: COMMUNITY**

A community is a group of people living or working together

**Examples of communities**

home community

church community

mosque community

bank community

market community

schoolcommunity

hospitalcommunity

**People in our community**

* Doctors
* Carpenters
* Nurses
* Religious leaders
* Farmers
* Cobblers
* Teachers
* Drivers
* Police Officers
* L.Cs
* Builders
* Traders
* Shopkeepers
* Barbers

**EXERCISE**

1. Write down four people in our community.

2. Fill in the missing letters

T\_ \_ cher nurs\_ d\_ct\_r

Dr\_v\_r C-rpenter

3. What is a community?

It is a group of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_living together or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ together.

4. **.** Draw these examples of *important places in the community*

|  |  |  |  |
| --- | --- | --- | --- |
| mosque | church | hospital | school |
|  |  |  |  |

5. *Where do doctor and nurses work?*

*7. List three examples of communities*

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**THEME : OUR COMMUNITY**

**SUBTHEME : People in our community**

**COMPETENCES : A learner**

* Identifies the roles of people in our Community
* Matches people to their roles
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Brain storming

**CONTENT: ROLES OF PEOPLE IN OUR COMMUNITY**

Doctor : treats sick people

Farmer : grows crops and keep animals

Cobbler : repairs shoes

Builder : builds houses

Barber : cuts hair

Policemen : keeps law and order

Shop keeper : sells in the shop

Nurse : cares for sick people

Teacher : teaches children

Carpenter : makes furniture

Religious leaders: leads prayers in churches / mosques.

**EXERCISE**

1.Listen and write

2. Match people with their work.

Doctor cuts hair

Builder treats sick people

Barber grows crops and keep animals

Farmer builds houses

3. Draw the following people in our community

|  |  |  |
| --- | --- | --- |
| doctor | father | shopkeeper |
|  |  |  |

4. Who makes furniture?

5. How is a doctor important in the community?

6. Who sells things in the shop?

7. List two learning areas taught at school?

(i)\_\_\_\_\_\_\_\_\_\_\_\_

(ii)\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME : OUR COMMUNITY**

**SUBTHEME : Activities in our community**

**COMPETENCES : A learner**

* States activities done by people in our community
* Reads, spells and pronounces words correctly
* Draws people doing different activities

**METHODS**:-

* Guided discovery
* Brain storming
* *Question and answer*

**CONTENT: ACTIVITIES DONE BY PEOPLE IN OUR COMMUNITY**

(Children should draw or paste and shade them)

People do different things in the community. These include:-

* Fishing
* Keeping cattle
* Farming
* Trading
* Washing things e.g. cars
* Building
* Mining
* Hair dressing
* Marriage
* Tailoring
* Carpentry
* Trading

**Exercise**

1. *Listen and write*
2. *Draw the activities below*

*Building teaching*

1. *Who grows crops and keeps animals*
2. *Which garden tool can a farmer use for*
3. *Peeling*
4. *digging*

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**THEME : Our community**

**SUBTHEME : Important places in our community**

**COMPETENCES: A Learner**

* Identifies the important places in our community.
* Lists down the important places in our community.
* Draws some important places in our community.

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT:**

**IMPORTANT PLACES IN OUR COMMUNITY**

* Schools - a place where people go to learn
* Post office - a place where letters are sent and received from
* Hospitals - a place where we go when we are sick
* Police station – a place where wrong doers are taken
* Banks - a place where we keep our money safely
* Radio stations – a place where communication is made from
* Mosques– a place where Moslems go for prayers
* Churches – a place where Christians go for places
* Car parks - a place where cars are parked
* Market – a place where we buy food from.
* Shops – is a place where we buy things from

**EXERCISE**

1. List down four important places in our community.

2. Fill in the missing letters

m\_sque chu\_ches

h\_sp\_tals m\_rk\_ts

3. Draw these important places in our community

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Church | Mosque | Hospital | School | Market |

**4.** A \_\_\_\_\_\_\_\_\_\_ sells in a shop. (doctor, shopkeeper)

5. Where do people keep money safely?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. State any two things we buy in a shop?
2. What do we call a place where Muslims go for Juma prayers?
3. How is a market important to people?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How useful are ears to the human body?

|  |  |
| --- | --- |
|  |  |

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**THEME : Our community**

**SUBTHEME : Important places in our community**

**COMPETENCES : A learner**

* Identifies work places of people in the community
* Reads, spells and pronounces words correctly
* Matches people and their places of work

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: PEOPLE AND THEIR WORK PLACES**

Teacher - school

Doctor - hospital

Barber - salon

Carpenter - workshop

Policeman - police station

Religious leaders - churches / mosques

Nurse - hospital

Farmer - garden

Languages spoken in our communities (and tribes)

Baganda-Luganda

Basoga –Lusoga

Bateeso –Ateeso

English is the official language spoken at school.

**NEEDS OF PEOPLE AT HOME**

Food

Water

Clothes

Money

Education

Security

Shelter

**EXERCISE:**

1. Match people to their places of work

Teacher saloon

Doctor workshop

Barber in the bus

Shopkeeper hospital

Carpenter police station

Policeman garden

Religious leaders School

Nurse shop

Farmer churches/ mosques

Driver hospital

1. **Underline needs of people at home**

food chalk shelter water grass

1. **Who keeps law and order in our community?**

\_\_\_\_\_\_\_\_\_\_\_\_ ( teacher, policeman)

1. **Mention two languages spoken by people in our community?**
2. \_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_

**5. How are farmers important in our community?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(they treat sick people, they grow crops)

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**REVISION TEST. ( Community)**

1. What is a community?

2. Write down four people in our community.

3. Draw these people in our community

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher | Nurse | Farmer | Reverend |
|  |  |  |  |

4. Fill in the missing letters

t\_acher b\_nk

ch\_rch sch\_ \_l

p-stor d\_ct\_r

5. Match people and their places of work.

Doctor Saloon

Teacher Mosque

Imam Hospital

Barber School

1. Mention any four important places in our community
2. A \_\_\_\_\_\_\_\_\_\_\_\_ builds houses( barbar, builders)
3. Who leads prayers in a church?\_\_\_\_\_\_\_\_\_\_\_\_( doctor, priest, nurse)
4. Where do we buy food from?
5. Draw these important places in the community

Hospital school mosque

1. Give two examples of furniture
2. **Write place where the following people work**
3. Priest \_\_\_\_\_\_\_\_\_\_\_\_\_ doctor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Sheik\_\_\_\_\_\_\_\_\_\_\_\_\_\_ farmer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME : The human body and health**

**SUBTHEME : Our body parts**

**COMPETENCES : A learner**

* + Identifies our body parts
  + Draws and names the body parts
  + Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Brain storming
* Observation

**CONTENT: OUR BODY PARTS**



Hair

eye

nose ear

mouth neck

shoulder

elbowbreast

belly

armnavel

hand **thumb**

knee

**arm pit**

toeleg

foot

**EXERCISE**

1. Draw these parts of the body

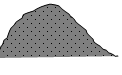
|  |  |  |  |
| --- | --- | --- | --- |
| Hand | Leg | Ear | Mouth |
|  |  |  |  |

2. Fill in the missing letters

n\_ck n\_se h\_nd

e\_rs m\_ \_th f\_ \_ t

3. Name these building materials



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4. I use my \_\_\_\_\_\_\_ to walk and my \_\_\_\_\_\_\_\_\_\_\_\_ to see.

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| Date | Class | L. area | No. of children | Time |
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**THEME : The human body and health**

**SUBTHEME : Our body parts**

**COMPETENCES : A learner**

* States the uses of body parts
* Reads, spells and pronounces words correctly
* Matches uses of body parts correctly
* States the five senses and their organs

**METHODS**:-

* Guided discovery
* Brain storming
* Demonstration

**CONTENT**: **USES OF OUR BODY PARTS**

Eyes - for seeing

Ears - for hearing

Nose - for smelling/ breathing

Tongue - for tasting

Legs - for walking

Mouth - for talking/ eating

Hands - for touching

Skin - for feeling

Teeth - for chewing

**THE FIVE SENSES**

We have 5 senses and these are

Sense of feeling

Sense of seeing

Sense of smelling

Sense of hearing

Sense of tasting

**Organs and their senses**

Nose for smelling

Eyes for seeing

Ears for hearing

Tongue for tasting

**EXERCISE**

1. Listen and write

2. Match body parts to their uses

Eyes feeling

Ears eating

Nose tasting

Tongue seeing

Mouth hearing

Skin smelling

3. Fill in the missing letters

f \_ \_ling sm \_lling s \_ \_ing t \_st\_ng

**4.Draw these sense organs**

|  |  |  |  |
| --- | --- | --- | --- |
| eyes | ears | tongue | nose |
|  |  |  |  |

5. Match organs to their senses

Eyes feeling

Ears tasting

Nose seeing

Tongue hearing

Skin smelling

6. How many senses do you have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.

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**THEME : The human body and health**

**SUB THEME : Our body**

**COMPETENCES : A learner**

* 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 bodies

**METHODS**;-

* Guided discovery
* Brain storming
* Demonstration

**CONTENT: PERSONAL HYGIENE**

*Is the general cleaning of the body.*

Is the keeping of our body clean

How we keep our bodies clean/ ways of caring for our body parts

* By bathing every day.
* By combing our hair
* By cutting our nails and hair short
* By washing our clothes
* By brushing our teeth
* By wearing clean clothes

**THINGS WE USE TO CLEAN OUR BODY.**

* soap
* tooth paste
* water
* nail cutter
* bathing soap
* comb
* tooth brush
* razorblade
* handkerchief
* sponge
* towel
* brush
* basin

**EXERCISE**

1.Listen and write

2. List down 4 things we use to clean our body

3. Draw these things we use to clean our body.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Soap | comb | Brush | Water |

4.Underline the ways we keep our bodies clean

* + By washing clothes
  + By throwing clothes
  + By cutting our hair short
  + By jumping
  + By brushing our teeth

1. Write the sense organs for

Seeing \_\_\_\_\_\_\_ smelling \_\_\_\_\_\_\_

Hearing \_\_\_\_\_\_\_\_\_ tasting \_\_\_\_\_\_\_\_

1. Of what use are ears to a P.I Child

|  |  |  |  |  |
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| Date | Class | L. area | No. of children | Time |
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**THEME : The human body and health**

**SUBTHEME : Our body**

**COMPETENCES : A learner**

* Identifies the importance of keeping our bodies clean
* Draws pictures of people cleaning their bodies
* Mentions the body exercises
* Caries out the body exercise
* Reads, spells and pronounces words correctly
* Draws some of the body exercise

**METHODS**:-

* Guided discovery
* Demonstration
* Brain storming

**CONTENT: IMPORTANCE OF KEEPING OUR BODIES CLEAN**

These are reasons why we keep our body /bodies clean

* To avoid skin diseases
* To prevent a bad body smell

**BODY EXERCISES (Draw them)**

These are activities that our bodies need to be healthy

**Examples of body exercises include:-**

* Running
* Jogging
* Jumping
* Walking
* Skipping
* Swimming
* Riding
* Boxing the air
* Sit ups
* Dancing
* Kicking
* Playing

**Why do we need body exercises**

* To be fit
* To reduce weight
* To avoid diseases

**EXERCISE**

1. Why do we keep our bodies clean?

To avoid \_\_\_\_\_\_\_ ( water, germs)

1. Draw yourself washing clothes.
2. What do we use these things for?
3. A comb \_\_ for \_\_\_\_\_\_
4. A razorblade \_\_ for \_\_\_\_
5. Water \_\_ for \_\_\_\_\_
6. Circle the body exercises

Kicking the ball

Crying

Dancing

Looking

Boxing the air

1. Draw the following body exercises

|  |  |  |  |
| --- | --- | --- | --- |
| Skipping | Running | Riding | Swimming |
|  |  |  |  |

1. Where do pupils swim from?
2. What do girls use for skipping?
3. Match the animal young ones?

Dog cub

Cat puppy

Hen kitten

Lion chick

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. area | No. of children | Time |
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**THEME : The human body and health**

**SUBTHEME : Diseases of the body**

**COMPETENCES : A learner**

* States common diseases that affects the body
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Demonstration
* Brain storming

**CONTENT**: **COMMON DISEASES OF OUR BODY**

Our bodies are affected by several diseases as seen below

**Examples**

* Ring worm Malaria flu typhoid measles
* Polio - cholera

**INSECTS WHICH SPREAD DISEASES**

* Mosquitoes
* Housefly
* Tsetse fly
* Black fly
* Cockroaches etc……

|  |  |
| --- | --- |
| Insect | Diseases |
| Mosquitoes | * + Malaria   + Yellow fever   + Elephantiasis |
| Housefly | * + Diarrhoea   + Cholera   + Typhoid |
| Cockroaches | * + Dysentery   + Polio |
| Tsetsefly | * + Sleeping sickness |
| Black fly | * + River blindness |

**Immunisable**

* + Polio
  + Measles
  + Tuberculosis
  + Whooping cough

**NON – CURABLE**

* + AIDS
  + Cancer

**EXERCISE**

1. Fill in the missing letters

H\_ \_ sefly w\_rms Mosq\_it\_ f\_ \_ d

2. Draw these insects which spread diseases.

|  |  |  |
| --- | --- | --- |
| House fly | Mosquito | Cockroach |
|  |  |  |

4. listen and write

5. Circle the diseases of the body.

Flu polio malaria

6. Which insect spread malaria

\_\_\_\_\_\_\_( mosquito , cockroach)

|  |  |  |  |  |
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**THEME : The human body and health**

**SUBTHEME : Diseases of the body**

**COMPETENCES : A learner**

* States common causes of diseases of our bodies
* States the possible ways of preventing diseases
* Reads, spells and pronounces words correctly

**METHODS**:-

* Guided discovery
* Demonstration
* Brain storming

**CONTENT**: **Ways diseases spread**

* + Drinking un boiled water (typhoid)
  + Mosquito bites (malaria)
  + Eating dirty food
  + Failure to bathe everyday
  + Staying in dirty places

**HOW TO PREVENT DISEASES**

* + Drinking boiled water
  + Eating clean food
  + Bathe everyday
  + Keeping our homes clean
  + Sleeping under mosquito nets `
  + Eating in clean containers

**Exercise**

1. Listen and write
2. Write down insects which spread the following

Malaria \_\_\_\_\_\_\_\_\_\_\_

1. Write the diseases the children suffer from
2. Circle ways we can get diseases
3. By bathing
4. By not sleeping under a mosquito net
5. By sharing clothes
6. By covering our food

**End of theme tests ( Human body and healthy)**

1. Name the body parts below



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1. I use my \_\_\_\_\_\_\_\_\_ to see.
2. Match body parts to their uses

legs smelling

eyes touching

hands walking

nose seeing

1. Underline common diseases

Flu polio malaria cough

1. God gave us \_\_\_\_ fingers
2. John has \_\_\_\_\_ senses
3. Name the body parts



1. Match ways of cleaning our body parts

face combing

hair bathing

teeth washing

body brushing

nails cutting them short

1. Name these things we use to clean our body

|  |  |  |  |
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|  |  |  |  |

1. What do we use to clean the body parts below ( underline
2. Hair: comb broom
3. Finger nails: water, nail cutter
4. Teeth: tooth brush rubber