**TWINZ SCHOOL NURSERY AND PRIMARY**

**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM I – 2023**

**Learning area II: Interacting with exploring, knowing and using my environment**

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| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1 | 1  To  5 | * Knowing who I am in the environment | * Taking care of myself for proper growth and development | * I can tell my name, age, birthday, names of my parents, describe my environment (home) and where I go to learn. | * Talk about yourself, sex, age. * Mention names of my parents. * Mention where I live. * Mention where I go to learn. | Discussion  Picture description  Explanation  Recitation  Imitation  Dramatization | * naming * matching * drawing * shading * modeling * pasting * role playing * jig saws | * picture compositions * flash cards * paper work * glue * dough/clay * cereals * coloured pencils * crayons * art brushes * paint * food   colour | * Teachers resource |  |
| 2  to  3 | 1  to  5 | * Identifying and naming different parts of the body and their uses. | * Taking care of myself for proper growth and development | * I can name my body parts and confidently describe activities performed by different body parts. | * Associating my body parts and their different functions e.g * eye – seeing * , shading tears * nose – smelling * tongue – tasting * ears – hearing * toes/legs – walking * teeth – chewing, biting * fingers – writing, eating | Explanation  Discussion  Role playing  Recitation  Demonstration | * drawing * filling in missing parts * singing * demonstrate * matching * naming * jig saws/ joining * modeling * reciting rhymes * poems * prayer | * jig saws * picture interpretation | * LFW Pg 33 |  |
| 4  to  5 | 1  to  5 | * Caring for our body | * Taking care of myself for proper growth and development | * I can talk about different ways of caring for our body parts | * reciting rhymes about the importance of keeping our body clean. * Talking about the dangers of protecting our bodies. e.g Not leaning the nose, bathing, brushing the teeth, cutting finger nails short, etc. | Discussion  Explanation  Role playing  Demonstration  Singing  Reciting a prayer. | * role playing * joining of pictures to form a story sequence. * praising and thanking God for the body gifts. * Playing listening * games | * tooth brush * water * sponge * soap * comb * razor blade * tooth paste | * LFW Pf 28 |  |
| 6  to  7 | 1  to  5 | * Knowing how to keep and take care of my environment | * Taking care of myself for proper growth and development | * I can locate the place where I live/stay. | * Knowing the name of the home/village. * Location of the home. * Naming things that make up a home e.g kitchen, toilet, bedroom, bathroom, etc * Knowing proper places where to keep pets/ animals at home. * mention family members (nuclear and extended family) * Roles of family members (Simplify the roles) | Discussion  Explanation  Demonstration  Recitation  Singing  Story telling | * modeling * drawing * naming * cutting * pasting * picture description * matching * shading * painting * joining * jig saws | * jig saws * scrap books * charts * paper work * dough/clay * colours * paint * books * paint brushes * scissors * paint | * LFW Pg 20   Teachers resource |  |
| 8  to  9 | 1  to  5 | * Knowing how to keep and take care of my environment | * Taking care of myself for proper growth and development | * I can locate the place where I live/stay. | * Other things found in a home e.g birds and animals kept at home which are eaten e.g cows, goats, pigs, hens, sheep, rabbit, ducks, etc * Animals which are kept at home and are not eaten, e.g dog, donkey, horse, camel. * Uses of animals * Cows, goats and sheep give us meat, skin, milk, manure, etc * Turkeys, hens, ducks give us eggs, chicken * Rabbits give us meat and skin * Dogs keep the homes and are pets * Donkeys, horses and camels transport people, carry luggage and are pets |  |  |  |  |  |
| 10 | 1  To  5 | * Surveying, knowing and distinguishing the attributes of objects. | * Taking care of myself for proper growth and development | * I can classify things | * Filling in the missing parts. e.g missing parts of a car, face, pot, house, tree, etc * Completing the pattern .eg | Explanation  Demonstration | * filling in the missing parts of the objects. * Completing the given patterns. | * Bottle tops, cut outs, counters * paper work | * LF Pg 42 |  |
| 11 |  | * Revision |  |  |  |  |  |  |  |  |

**TWINZ SCHOOL NURSERY AND PRIMARY**

**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM II – 2023**

**Learning area 1: Relating with others in acceptable way.**

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| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and 2 | 1  To  5 | * Keeping healthy and practicing good health habits | * Taking care of myself for proper growth and development | * I can identify food that is good for my health. | * Naming foods eaten at home and at school. * identifying good food to be eaten. * Identifying sources of food e.g garden, market, shops, lakes, etc. * Explaining the importance of eating clean fresh foods and safe drinks. * Explaining the importance of washing hands before and after eating food. * Talking about foods that make up a balanced diet. * Identifying foods which aren’t eaten. | * discussion * explanation * demonstration * role playing * recitation * dramatizing | Grouping the food  Naming foods and drinks  Singing songs  Reciting rhymes  Praising God for t he gift of food and drinks  Telling stories  Drawing and colouring foods and drinks.  Helping in preparing food.  Advising the parents on good feeding  Modeling and pasting  Types of foods  Making scrap books about food/drinks | Real foods and drinks  Magazine  Clay/dough  Papers and colours  Glue and cereals | * LFW Pg 36 – 37 |  |
| 3  and  4 | 1  to  5 | * Caring for the body | * Taking care of myself for proper growth and development | * I can protect and care for my body. | * Naming clothes we wear * drawing types of clothes. * Explaining the importance of wearing clothes. * Role playing the safety of keeping clothes. * Cutting out types of clothes * Matching clothes to definite parts. * displaying types of clothes according to colours, sizes, sex | * discussion * explanation * demonstration | Naming clothes  Drawing and colouring  Cutting and sticking  Pasting with cereals  Displaying cutouts  Painting the colours | Paper work  Scissors  Colours  Glue  Cereals  Paint  Brushes | * LFW Pg 10-20 |  |
| 5  And  6 | 1  To  5 | * exploring and knowing my immediate environment | * Taking care of myself for proper growth and development | * I can identify , care,. talk about plants in my environment | * The children to practice planting, caring of seedlings. * Tell uses of plants , food, fruits, flowers, decorations, wood, medicine, shade/shelter, manure, grass, firewood, etc. * Observing and respecting pictorial environmental messages/signs e.g “Keep off grass.” * To have a field trip to watch the nature of plants. | * Discussion * demonstration * explanation * role playing | Naming plants they know  Creating a class garden with vegetables  Watering the seedlings  Transplanting the seedlings to the garden from the nursery beds.  Drawing and naming plants at home and at the learning centre.  Singing and reciting simple compositions about plants. | Hoes  Slashers  Trowels  Seeds  Manure  Strings | * LFW 19-20 |  |
| 7  And 8 | 1  To  5 | * Knowing and appreciating important places in my environment | * Taking care of myself for proper growth and development | * I can make use of the important places and things responsibly. | * Naming important places around home or school e.g police stations, clinic, hospitals, churches, mosques, markets, stadiums, schools. * talking about their importance * naming people found in each place. * Role playing/dramatizing activities done at each place. * Carrying out educational visits to the mentioned places. * Telling stories or news. * Listening to a resourceful person | * discussion * explanation * demonstration * role playing * discovery | Naming important places  Drawing pictures  Narrating short stories  Dramatizing the roles of each  Paying visits to any nearby place. | Pictures  Magazine  Scrap books  Newspapers  Photographs  Costumes e.g policemen, doctors, | * Resourceful people * LFWW Pg 21 |  |
| 9 | 1  To  5 | * Experimenting and understanding the concept of movement in the environment | * Taking care of myself for proper growth and development | * I can compare and contrast different kinds of transport in my environment | * Naming things/means we used for transport. * bicycles, cars, buses, trains, wheel barrows, motorcycles, donkeys, aeroplanes, boats, etc * Talking about different ways of transport. e.g road transport, water transport, air transport, rail transport. * Drawing the means of transport used. * Identifying common means in and out the environment. * Modeling, drawing, colouring everyday means * Singing and reciting rhymes related to transport * talking about the zebra crossing and people who help us. * talking about different kinds of roads. |  |  |  |  |  |
| 10 | 1  To  5 | * Identify dangers and taking precautions of keeping safe and avoiding accidents |  | * I can keep my environment clean and guard against dangerous things. * I am sensitive to dangerous things and can respond to safety rules. | * Talking about dangerous things in our environment e.g sharp objects (Broken things), snake bites, road accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc. * Talking about first aid and what should be done to common accidents. * Drawing and naming dangerous things. * Talking about safety rules. * Watching film shows /CD’s * Singing and reciting poems. * Role playin situations | * discussion * demonstration * role playing * explanation | Naming dangerous things  Talking about precautions  Drawing, colouring, modeling  Singing  Reciting  Role playing about dangerous situations  Watching film shows  Dramatizing/practicing satety rules. |  | LFW Pg 22 and 38 |  |

**TWINZ SCHOOL NURSERY AND PRIMARY**

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM III – 2023

**Learning area 1: Relating with others in acceptable way**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and 2 | 1  To  5 | * Identifying, taking interest in and observing people around me. | * Taking care of myself for proper growth and development | * I can show acceptable behavior to people in my immediate environment e.g parents, guardians and care givers. | * Naming people we stay with in the environment. * Talking about how acceptable behaviours using appropriate language can be done to make * - requests * extending sympathy * apologizing * responding to when called * inquiring about things * practicing good health habits * talking turns, obeying and following rules * asking for permission * telling the truth * playing games that show good behavior | * discussion * demonstration * explanation * role playing * recitation | Naming people  Naming good and bad behaviours  Playing games  Dramatizing  Reciting  Singing  Picture talk  Telling news | Pictures  Film shows | * LFW Pg 14   Resourceful person |  |
| **Learning area 2: Interacting with exploring, knowing and using my environment** | | | | | | | | | | |
| 2 | 1 to 5 | * Exploring and knowing my immediate environment | * Taking care of myself for proper growth and development | * I can care and value my environment | * The children name the daily practices the perform. * sweeping * mopping * dusting * cleaning te home and the school * Children practice sweeping the rooms and compound. * They practice dusting and arranging things properly * Draw and name the actions. | * discussion * demonstration | Sweeping  Mopping  Dusting  Cleaning  Drawing and naming | Brooms  Water  Basin  Detergent  Dustbins  Papers  Pencils | * LFW Pg 20 |  |
| 3 | 1 to 5 | * Creating, appreciating, expressing myself through artwork | * Taking care of myself for proper growth and development | * I can draw, model and paste pictures. | * Drawing and painting freely according to what is given .e. playing in the garden * my home * at the market * my school * my birthday * Modeling with clay * pasting pictures with seeds, banana fibres, papers, etc | * Demonstration * discussion * explanation | Drawing and painting pictures  Modeling pictures with clay/dough  Pasting pictures | Papers  Paint  Clay  Cereals  Glue  Painting brushes  Water  Containers  Banana fibres | * Pg 26 |  |
| **Learning area 3.Taking care of myself for proper growth and development** | | | | | | | | | | |
| 4 and 5 | 1  To  5 | * Using the sense of touching and feeling to describe things and situations. | * Taking care of myself for proper growth and development | * I can differentiate between textures, temperatures and forms of objects. | * Naming things which are; * Soft & hard * smooth & rough * heavy & light * hot and cold * Sorting objects into different forms. * Playing guess games * water play * sand play * playing with different textures e.g soil, flour, etc * talking about many things that the hands can do. * Singing songs about uses of hands. * Thanking God for the gift of hands by praying and singing. | * Discussion * explanation * demonstration | Naming things according to textures, temperatures and their nature forms  Sorting objects  Playing/ role playing  Singing and praying | Stones  Sand  Sugar  Flour  Cotton  Beans  Hot water/tea  Hot and cold milk water |  |  |
| **Learning area 5: Developing and using Mathematical concepts in my day to day experiences** | | | | | | | | | | |
| 6  And  7 | 1  To  5 | * Comparing things according to different attributes | * Taking care of myself for proper growth and development | * I can show relations among things in a serial order. | * Comparing and sorting pupils into two groups based on a particular criteria * - big - small * tall - short * hard - soft * Arranging several things in order a long dimension and describing relationship * The longest one * the tallest one * The fattest * The shortest * Arranging things into 3 groups dimensions and describing the relations. * big - bigger – biggest * long-longer –longest | * discussion * explanation * demonstration | * sorting pupils according to height and weight. * Arranging things in order * arranging things into 3 groups dimensions and describing relations. | Real objects | LFW Pg 43 |  |
| 8 and  9 | 1  To  5 | * Using appropriate measuring units, instruments and formulas in a variety of contexts | * Taking care of myself for proper growth and development | * I can describe positions, distances, directions a nd respond to instructions and commands. * I can compare and order things. | * responding to instructions and commands. * Describing positions using the vocabulary i.e near, far, in –out, up and down. * Playing games showing positions * reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near) * Working and comparing concrete materials using ;light, heavy, heavier (mass) * Empty , full, less, more (Capacity) * longer, shorter, wider, tall, short (length) | * Demonstration * discussion * explanation | * obeying commands * describing positions * playing games * reciting rhymes * measuring and comparing things | Cards with commands  Class/group situation  Concrete materials | LFW Pg 46 and 53 |  |